

JUNE 7-9, 2024 • NEW ORLEANS, LA



TABLE OF CONTENTS

TPC Advisory Board & Magna Staff	3
General Information	4
Plenary Presenters	6
Agenda-at-a- Glance	6
Pre-Conference Workshops	8
Poster Presentations	10
Conference Program (Abstracts)	9
Friday	8
Saturday	14
Sunday	24
Exhibitors	28
Networking Tips	29
Making the Most of the Conference	30

ABOUT US

Magna Publications serves the higher education community by producing online programs, newsletters, conferences, and other products that support faculty and staff development. For over five decades we have given thought leaders a platform to share their ideas and advice with peers and colleagues to continually enhance teaching and learning on today's college campuses.

The Teaching Professor Conference is an in-person conference designed to help teachers at colleges and universities across the country. Sessions focus on innovative pedagogy, new classroom technology tools, best practices for engaging students, and more.

For more information about Magna, our products, or our other events, visit: magnapubs.com



2024 The Teaching Professor Conference Advisory Board

e are grateful for the board's guidance as we put together Magna Publications' twenty-first annual conference for educators. The advisory board assists with the structure of the conference including track topics,

conduct a blind review of all session proposals to create the conference content, and advises on many other aspects of the program. We are especially looking forward to the concurrent sessions presented by advisory board members.



Tywana Chenault Hemby *Dean*Columbia College



Ken Alford *Professor* Brigham Young University



LaQue Thornton PerkinsAssociate Professor
Saint Leo University



Jennifer WaldeckProfessor & Department Head
University of Georgia



Lolita PaffAssociate Professor
Penn State Berks



Krys Ziska StrangeAssociate Director
Tufts University



Madeline Craig Associate Professor Molloy University

MAGNA STAFF

The Magna Publications onsite team is here to assist you throughout the conference. Please see us if we can be of service.



Bonny Wolter *Events Coordinator*



Tierney KingContent Manager



Karin Van Voorhees *Editorial Consultant*



Deepti Bansal *Editorial Department Coordinator Not onsite, but available via email*



Matt Neiman *Digital Marketing Coordinator*



Mark BeyerCustomer Service Manager



Hunter SauvageDigital Product Specialist



Mackenzie CahillStaff Development Consultant



GENERAL INFORMATION

We eagerly look forward to our higher-education conferences because of the cordial, talented, and dedicated people we meet. We are especially excited to welcome you to The 2024 Teaching Professor Conference and look forward to seeing you at many more. We have confidence you will return to your campus with new ideas, new enthusiasm, and new professional colleagues. Let us know if there's anything we can do to improve your experience here.

Networking Opportunities

- · Attend the reception
- Attend as many sessions as possible
- Use the breaks between sessions to continue conversations
- · Share a meal with someone you don't know
- Attend the panel discussion session
- Use the networking portion of the conference App to plan social time or connect with other attendees beyond the conference
- Tweet #TPC24

Wi-Fi

Enjoy complimentary Wi-Fi in the meeting rooms using the password: **tpc24!** (*case sensitive*)

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.

Exhibitors

Visit the Napoleon Foyer on the 3rd floor for exhibitor displays and other resources. Magna will have several booths and will be selling books onsite. For more information, hours, and a listing of all exhibitors, see page 28.

Sessions

Please keep in mind that sessions are available on a first-come basis and seating may be limited. 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.

Evaluation

You will receive an electronic survey after the conference via email. Please take note of the sessions you attend and complete the survey. Your feedback helps us improve future programs.

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.

- Search and download "EventMobi" in your app store
- Enter the event code: **tpc24** followed by the passcode: **!tpc24**\$ when prompted.
- Create your login using the email you registered with and complete your profile
- For web app: use this link https://eventmobi.com/tpc24/

STAY CONNECTED...







facebook.com/TeachingProfessor

Linkedin.com/groups/4249252

#TPC24



GENERAL INFORMATION

Registration / Check-In

Be sure to check-in at the conference registration desk when you first arrive to pick up your name badge and other materials.

REGISTRATION HOURS

FRIDAY

7:30–9:00 AM** 9:00 AM-4:00 PM *and* 6:30–7:30 PM

SATURDAY 7:30 AM-3:00 PM

SUNDAY 8:00 AM-12:00 PM

**Early registration for morning preconference participants only

Meals

Your registration includes a reception with light snacks on Friday, a continental breakfast and plated lunch on Saturday, and a continental breakfast and box lunch on Sunday. If you selected any dietary restrictions on your registration, you will be provided with special meal tickets. Make sure to present these tickets to the hotel banquet staff when you sit in for lunch.

Posters

Poster presentations will be on display from 4 until 8 PM on Friday, June 7. Presenters should be stationed at their poster during the reception from 6:30 until 8 PM. Attendees are encouraged to walk through the foyer area and engage with any posters of interest. Presenters are asked to set up their displays between 3 and 4 PM.

SESSION TRACKS

The Teaching Professor 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 nine topical areas, designated at the beginning of each session listing.

ASSESSING LEARNING

This track focuses on assignments, assessments, and grading practices, or strategies measuring students' accomplishment of course objectives and learning outcomes, such as: grading systems; self and peer assessment; rubrics; feedback and use of AI.

DIVERSITY, EQUITY, AND INCLUSION

This track focuses on practices and strategies supporting minority or marginalized students. Sessions include cover inclusive curricula, learning climates, instructional practice, and UDL.

FOR MID-CAREER FACULTY

For faculty with more than 10 years of experience, this track explores topics such as: revitalizing your course/teaching; preparing for leadership and administration; professional networking and collaboration; and maintaining work-life balance and renewal.

FOR NEW FACULTY

For faculty with fewer than three years of experience in the college classroom, this track focus on what you need to know to launch a successful academic career, including: classroom management, building effective mentoring relationships; balancing teaching; citizenship, research, and scholarship; self-care; and work-life balance.

OUTSIDE THE CLASSROOM

This track focuses on the many responsibilities that come with teaching beyond the classroom. Topics include advising and mentoring, student wellbeing and engagement, career and professional development, and strategies for balancing the competing demands of an academic career.

PREPARING YOUR COURSE

Sessions in this track refer to many aspects of course preparation, such as: learner-centered course design; gamification; and writing goals, objectives, and learning outcomes.

STUDENT ENGAGEMENT

These sessions focus on the dimensions of student engagement—behavioral, emotional, or cognitive—including instructional strategies and classroom-based engagement activities.

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.

THE ONLINE CLASSROOM

These sessions are about the unique challenges and opportunities of teaching in an online or hybrid classroom covering topics like maximizing your LMS, best practices for online course design and teaching, flipped classroom tips and ideas, and humanizing your course.



PLENARY PRESENTERS

Anthony Sweat

Anthony R. Sweat, PhD is an associate teaching professor of religion at Brigham Young University. He is an author, artist, teacher, and researcher who received a BFA in painting and drawing from the University of Utah and an MEd and a PhD in curriculum

and instruction from Utah State University. Before joining the religion faculty at BYU, he worked for thirteen years with Seminaries and Institutes of Religion. Sweat is the author of many religious books and articles and a regular speaker at events and conferences. His academic work centers on effective teaching practices including course design, course modality, and curriculum.





C. Edward Watson

C. Edward Watson, PhD is the vice president for digital innovation with the American Association of Colleges and Universities. At AAC&U, he provides leadership for the association's national and state-level advocacy to advance quality in undergraduate student

learning. He has published on teaching and learning in a number of journals, including Change, Diversity & Democracy, Educational Technology, EDUCAUSE Review, International Review of Research in Open and Distributed Learning, Journal for Effective Teaching, Liberal Education, Peer Review, and To Improve the Academy, and has recently been quoted in The New York Times, The Chronicle of Higher Education, Campus Technology, EdSurge, Consumer Reports, UK Financial Times, and University Business Magazine and by the AP, CNN and NPR regarding current teaching and learning issues and trends in higher education. His most recent book is the forthcoming Teaching with AI: A Practical Guide to a New Era of Human Learning (Johns Hopkins University Press).

AGENDA-AT-A-GLANCE

FRIDAY JUNE 7

	GRAND BALLROOM A	GRAND BALLROOM C 5 ^{MFLOOR}	GRAND BALLROOM D/E STRICTOR				
9:00-11:30 AM PRE-CONFERENCE WORKSHOPS Separate registration required	Giving Our Students the Academic GPS System They Need to Navigate College <i>L. Newman</i>	Teaching with Intentions: Creating Meaningful Learning Experience <i>L. Cardon</i>	Talk Less, Teach More J. Rentz & M. Blank				
1:00-3:30 PM PRE-CONFERENCE WORKSHOPS Separate registration required	Addressing Disengagement by Sharing Power with Students S. Rutherford	Creating Worlds with our Words: Maximizing our Communication for Positive Impact S. Scott	7 Ways to Make Grading or "Ungrading" More Meaningful and Equitable <i>J. Todd & T. Buchan</i>				
4:00-4:30 PM		NEW ATTENDEE ORIENTATION NAPOLEON BALLROOM-3™FLOOR					
5:00-5:15 PM	WELCOME, OPENING REMARKS NAPOLEON BALLROOM-3 [™] FLOOR						
5:15-6:15 PM	PLENARY PRESENTATION: The Essentials of Teaching Students – <i>Anthony R. Sweat</i> NAPOLEON BALLROOM-3®FLOOR						
6:30-8:00 PM	RECEPTION, POSTER PRESENTATIONS, & EXHIBITOR MINGLE NAPOLEON FOYER-3 ^{III} FLOOR						

12:45-1:30 PM	11:30 AM-12:45 PM	10:15-11:15 AM	9:00-10:00 AM	8:00-9:00 AM	SUNDAY JUNE 9	3:20-3:40 PM ROUND 2	2:45-3:40 PM 2:45-3:05 PM ROUND 1	1:30-2:30 PM	12:15-1:15 PM	11:15 AM-12:15 PM	10:00-11:00 AM	9:00-9:45 AM	8:00-9:00 AM	SATURDAY JUNE 8				
NAPOLEON BALLROOM - 3ºº FLOOR NAPOLEON BALLROOM - 3ºº FLOOR NAPOLEON BALLROOM - 3ºº FLOOR		Foundations for Success: Defining Critical Teaching Behaviors for Student Learning L. Barbeau		BREAKFAST NAPOLEON BALLROOM-3®FL			MAUREPAS 3 ¹⁰ FLOOR	How Can Faculty Use Technology Enhanced Learning to Introduce Students to Libraries? G. French	How to Use Google Earth Story Maps In Undergraduate Courses? L. Caporaletti	What's in Your Digital Toolbox? Six Wonderful Technology Tools J. Ward-Jackson & B. Kimbrough		Bringing the Unreachable Within Reach: Application of Immersive Technologies T. Rogers, et al.	Enhancing Student Engagement through Active Learning Tech Tools E. Caldwel			MAUREPAS 3 ¹⁰ FLOOR		
		Code-Switching through the Collegiate Experience: The Post-Secondary Educator's Role in Supporting Minority Students' Identity L Perkins & S. Hopson	Backward Design, Forward Thinking: Leveraging AI in Crafting Courses I. Selig & A. Jennings		BORGNE 3"FLOOR	How Can Faculty Use Virtual Reality (VR) as a Teaching Tool in Higher Education Classrooms? J. Wallace	How Can Al Elevate the Quality of Educational Presentations? Z. Al Bulushi	Pedagogy on the Cheap: Building Sustainable Faculty Development Culture J. Dudko, et al.		Incorporating Critical Skills into Course Activities with Intention and Transparency A Kuthy, et al.	Empowering Educators: Purposefully Integrating Generative Al T. Wakelin & A. Maknyik			BORGNE 3 ^{TO} FLOOR				
	PLENARY P	Faculty Professional Development Activities Using Your LMS M. Fordunski	A Model for a Faculty Teaching Certificate D. Lucas & E. Blue			NOTTOWAY 4"FLOOR		How Can We Help Students Market a Liberal Arts Degree to Future Employers? A. Stuart & S. Sego	"Teaching with ChatGPT, Getting Tenure: Nested Dolls" T. Mennella		HyFlex Courses: The Best Practices from Development to Implementation D. Tribble, et al.	Boundless Iteration: Integrating Student Voice in Curricular Re-design M. Austin & C. Croman			NOTTOWAY 4THFLOOR			
	RESENTATION: Teaching	The New Science of Learning: Using Tech to Promote Durable and Transferable Learning A. Makryik & T. Wakelin RESENTATION: Teaching	"What is Your Brand?" Utilizing Branding Strategies to Foster Campus Connections and Student Success C. Steele		OAK ALLEY 4 TH FLOOR		What Do New Faculty Need to Support Course Delivery and Role Transition? J. Lomen	Enhancing Vitality and Teaching Effectiveness through Reflective Teaching Communities N. Barta, et al.		Pedagogy, Andragogy & Heutagogy: Fostering Transformative Learning in Higher Education O. Hilas & T. Callendo				OAK ALLEY 4 th FLOOR				
	g in the Age of Al: Reth	Beginning with Ourselves: The Hardest Part of Culturally Responsive Teaching A Chatterjee & G. McDaniel-Hall	Communicating Inclusivity Across the Curriculum J. Mora		BREAKFAST NAPOLEON BALLROOM-3®FLO	BAYSIDE A 4 ^{THFLOOR}	How Can the Three Principles of Universal Design for Learning be Infused into Course Learning Experiences? C. Tracy-Bronson	How Does a White Male Professor Help Create a Sense of Belonging within Classes Comprised Predominantly of Students of Color?	Trauma-informed Academic Advising: A Pathway for Fostering Inclusion K. Gordes & V. Kulo	-	Scientists Write Too: Utilizing Writing-to- Learn Activities to Foster Inclusivity and Belonging in STEM E. Schwaller & M. Gemein	Advancing Equity, Active Learning, and Mastery in OER Introductory Statistics ACrenshaw & A Polk-Conley	HOW AND W	-	BAYSIDE A			
	inking Pedagogy and C APOLEON BALLROOM – 3®F	Using Concept Mapping and Storyboards to Plan Your Courses R. Potter	Leveling Up Your Service Learning Course K. Corvey & A. Chatham			BREAKFAST APOLEON BALLROOM-3®FL	BAYSIDE BC		How Can You Design an Experiential Learning Project to Benefit Students, the Program, and the College? S. Smith	Integrating Al Feedback Tools and Blended Grading to Develop Growth- Minded Students K. Chappell	LUNCH NAPOLEON BALLROOM-3 RD FLO	Feedback Frameworks: Strategies for Closing the Loop to Enhance Learning N. Barta	Questioning Quest: Unleash Critical Thinking Through Skilful Inquiry R. Farmer, et al.	HOW AND WHY WE TEACH: A PANEL DISCUSSION NAPOLEON BALLROOM-3®FLOOR	BREAKFAST NAPOLEON BALLROOM-3®FLO	BAYSIDE BC 4 TH FLOOR		
	turriculum in Service to	My Dog Ate My Computer! Compassion Fatigue and Online Students T. York	U.S.E. AI Wisely: Empowering Ethical AI Use in Education A. Bryant Foster	LOOR	GRAND CHENIER	What Can be Done to Create Community in Online Courses? S. Creel	Can We Reframe Online Discussions into Dynamic and Engaging Conversations? B. Petitjean	Teaching in the Accelerated Asynchronous Online Classroom: A Balancing Act D. Caldwell	LOOR	The Role of Online Learning at a Place- Based Institution M. Frydenberg	Lights, Camera, Engagement: Using Open Broadcaster Software (DBS) to Supercharge Your Online Instruction A. Amlani & J. Shepherd	VEL DISCUSSION	LOOR	GRAND CHENIER 5"FLOOR				
	riculum in Service to Student Learning - <i>C. Edward Watson</i> OR	Backward Design Your Online Discussions T. Cantu			GRAND BALLROOM A	How do I Teach (Better) With ebooks? S. Nichter	How Can Instructors Prepare Dual-Enrolled Students for College Courses? O. Rines & R. Johnson	Boosting Learning, Decreasing Stress: Designing Courses with Wellness in Mind R. Eaton		Becoming Expert Learners: Teaching Students How Learning Works M. Blank	Supercharge Your Slide Deck for Student Learning J. Rentz			GRAND BALLROOM A				
	Edward Watson		Item Analysis: It's More Than Just Numbers! C. Decker Raynak						GRAND BALLROOM B		How Can We Re-envision Office Hours to Increase Participation and Engagement? A. Benaduce & L. Brinn	Living Up to Our Potential; Faculty Members are People, Too K. Alford		(Self) Coaching for College Professors M. Alleruzzo	Teaching Squares: Non-Evaluative and Supportive Peer Observation J. Todd & I. Buchan			GRAND BALLROOM B
			Why So Serious? Integrating Game- based Learning in Higher Education K. Pedernal, et al.		GRAND BALLROOM C	How to Engage Students in Building a Supportive Classroom Culture? T. Sayles	How to Support Active Learning Through Surveys and Polls? M. Wells	Empowering Your Learners with Learning Science: Strategies for Success S. Saner, et al.			Power Sharing: An Antidote to Disengaged, Unmotivated Students S. Rutherford			GRAND BALLROOM A GRAND BALLROOM B GRAND BALLROOM C GRAND BALLROOM D/E				
		Low-To-No-Prep Student Engagement Activities J. Merril	It's Just More Fun: Developing Group Creativity through Play & Improv J. Hill		GRAND BALLROOM D/E	Does a Choice-system Model Improve Student Success? T. Oblad	How Can Utilizing Peer Reviewers in Discussions Enhance Student Engagement? S. Cuthbertson	Why Our Students Can't Think Critically and What We Can Do About It L. Newman		Using Game-based Teaching to Engage Reluctant Learners A. Davies	Lecturing: Seven Simple Strategies to Increase Student Engagement and Learning C. Harrington			GRAND BALLROOM D/E				



FRIDAY, JUNE 7

PRECONFERENCE WORKSHOPS

Separate registration and fee required

9:00-11:30 AM

Giving Our Students the Academic GPS System They Need to Navigate College

Louis Newman, Carleton College

Even our most capable students often arrive unprepared for the academic demands of college courses. In high school, they could largely succeed by absorbing the material presented to them and reproducing it accurately. As a result, they need to be trained to interrogate information—examine unstated assumptions, compare alternative explanations, weigh evidence, and consider implications, among other critical thinking skills. How do we do this, and how can we do it more effectively? In this workshop, participants will do a deep dive into the core components of critical thinking and then engage in exercises to develop pedagogical strategies for giving students the skills they need to succeed in college, and beyond.

Room: Grand Ballroom A

Talk Less, Teach More

Jeremy A. Rentz, Trine University and Michelle Blank, Goshen College

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 their 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 our original lesson plans, lectures, or slides as a guide. During this session we will review why having students do the work is so powerful, discuss timing and situations where stepping aside supports student learning, and share strategies both small and grand. Practicing what we preach, you, the students in this workshop, will also have plenty of time to do the work, where you will be pondering, building, and designing intentional learning experiences in a supportive and formative environment.

Room: Grand Ballroom D/E

Teaching with Intention: Creating Meaningful Learning Experiences

Lauren Cardon, The University of Alabama

In this workshop, participants consider what makes learning meaningful and engaging, and design our curricula so that our own practice embodies these elements. Many instructors can recall the moments that made us most excited about learning, and yet acknowledge that these incredible classroom moments are not reflected in our own teaching. Instead, we may settle into familiar practices, even as we recognize the ways their pedagogy might exclude or fail to motivate.

One problem is the abstract, theoretical way we tend to learn about pedagogy. Instructors are often inundated with advice about teaching without the practical means of implementing this advice in an effective and inclusive way. This workshop, therefore, focuses on taking principles of inclusive and effective teaching gleaned from decades of research and discussing practical, hands-on ways of incorporating them into our classrooms.

Room: Grand Ballroom C

1:00-3:30 PM

7 Ways to Make Grading or "Ungrading" More Meaningful and Equitable

Jennifer Todd and Tonya Buchan, Colorado State University

Many faculty see grading as a hindrance to learning. Students grapple over points, ignore feedback that you've spent hours writing, and don't seem to be engaged in learning. With student-centered grading or "ungrading" practices, faculty can change the focus from grades to learning, teaching students to be reflective, self-directed learners who are motivated by learning rather than grades. You can start small, changing one practice at a time, or completely redesign your course to eliminate points or grades altogether. This workshop will give you a place to start and resources to continue your equitable grading journey.

Room: Grand Ballroom D/E

Addressing Disengagement by Sharing Power with Students

Sarah Rutherford, Cleveland State University

Can a classroom be student-centered when the instructor retains control of policies, grades, and curriculum? Faculty and students alike are conditioned to the relationship between instructor power



and student obedience. But a classroom that prioritizes obedience to rules and policies can result in students ceding responsibility for their learning, relying on the professor for their motivation or engagement. Breaking free of the reflexive way we structure our courses requires examining the origins of instructor power. Sharing power with students provides opportunities for them to engage with our classroom and curriculum in new ways. In this workshop, participants will learn about and employ the methodology of critical pedagogy to reflect on the origins and embodiment of instructor power. They will then collectively shape recommendations for productive power sharing in the classroom. Participants will leave with ideas they can integrate immediately or use to reshape their teaching, policies, or curriculum.

Room: Grand Ballroom A

Creating Worlds with our Words: Maximizing our Communication for Positive Impact

Shannon Scott, Texas Woman's University

Communication is an essential skill to develop community, address conflict, and motivate others. In this interactive session, we will identify specific techniques from cognitive and positive psychology that can help you to approach communication, even difficult communication, using a strengths-based, positive approach. Through self-analysis and reflection, participants will identify their values, strengths, and location along the leadership communication continuum. The audience will practice skills such as active-constructive responding and active, empathic listening. The audience will also practice providing negative feedback positively, making an action request, and setting boundaries. At the end of this session, the audience will be able to utilize listening strategies; identify a boundary response plan; create a positive action request; provide negative feedback positively; and identify areas of strength and growth.

Room: Grand Ballroom C

CONFERENCE PROGRAM

4:00-8:00 PM

Poster Presentations

See page 10 for session abstracts and more details.

Room: Napoleon Foyer | For all attendees

4:00-4:30 PM

New Attendee Orientation

Karin Van Voorhees, Magna Publications

New attendees are encouraged to attend our brief orientation about navigating the conference, expectations, and making the most out of your experience.

Room: Napoleon Ballroom | For new attendees

5:00-6:30 PM

Conference Welcome and Opening Plenary

Welcome: Ken Alford, Brigham Young University

The Essentials of Teaching Students

Anthony R. Sweat, Brigham Young University

Teaching is perhaps the finest of the fine arts, and there are many ways to do it well. However, like art, there are core principles and elements to effectively teach students, no matter our style, subject matter, or medium. Focusing on time-tested fundamentals related to the student, the teacher, and the course, this opening plenary presentation explores the pedagogical essentials that elevate teaching to an art form.

Room: Napoleon Ballroom | For all attendees

6:30-8:00 PM

Reception, Poster Sessions, and Exhibitor Mingle

Enjoy hors d'oeuvres while visiting the interactive poster sessions. This is also a good opportunity to visit the exhibitors who have products and services that support teaching and learning.

Room: Napoleon Foyer | For all attendees

8:00 PM

Dinner and evening on your own.



POSTER PRESENTATIONS

Posters at the 2024 Teaching Professor Conference are visual representations of a model or strategy for teaching and learning and cover topics that align with many of the conference tracks. Conference attendees can view posters and discuss the project, program, or research with presenters during the opening reception. Posters will be on display from 4 to 8 PM on Friday. Presenters will be stationed at their posters to explain and discuss their work during the reception, which is from 6:30 to 8 PM.

ASSESSING LEARNING

Comparison of Remediation Models in a Graduate-level Professional Program

Emily Weidman-Evans, Louisiana State University Health Sciences-Shreveport

This poster compares three remediation models utilized by one PA program over the past five cohorts when assessing specific knowledge: (1) test/remediation (no retest); (2) test/retest/remediation with test and retest scores averaged to demonstrate competency and determine remediation needs; and (3) test/retest/remediation with original scores recorded as the grade, but remediation needs determined by performance on the retest. Compared outcomes include scores on cumulative final exams in each course as measures of short-term knowledge retention and end-of-curriculum summative exam as a measure of long-term retention. We also compare student attrition rates and describe the amount of faculty and student time that was required for each model.

DIVERSITY, EQUITY, AND INCLUSION

Harnessing Hybrid Team Dynamics in Higher Education

Mia Lamm and Emily Haagenson, Johns Hopkins University

In the post-pandemic higher education workplace, fostering positive team dynamics within hybrid work environments has become essential. Our poster draws from a year-long case study of integrating research-supported interventions with the Johns Hopkins Bloomberg School of Public Health, Center for Teaching and Learning Instructional Design Team. We offer a hybrid team culture and dynamics strategy applicable to various workplace team contexts, including higher education teams. Attendees will gain insights into how we approach cultivating a supportive culture, building trust, and enhancing communication and connections.

You Belong Here: Photovoice to Empower Students with Intellectual Disabilities

Nina Medyk, College of the Florida Keys

Project ACCESS (Accessing Community College Educational Experiences, Social Experiences, & Skills for Careers) is an inclusive postsecondary education program for students with intellectual disabilities at the College of the Florida Keys. This poster will demonstrate how photovoice was utilized as a UDL approach for assessment and engagement during students' first semester. Attendees will learn how photovoice positively impacted students' experiences when implemented as a weekly assignment and final project within

their College Experience course. Attendees will engage in a dialogue about how photovoice can be applied as a way to improve learning outcomes on the micro, mezzo, and macro levels.

FOR NEW FACULTY

Mentorship: A Mutually Beneficial Collaboration

Megan Fixen and Beverly Fleischman, Minot State University

Supporting and nurturing the next generation of educators is a fundamental aspect of academia. Unique challenges exist for new faculty members in adapting to the academic environment. New faculty may need assistance with transitioning into their new role as an instructor as well as a colleague. Collaboration through mentorship has a positive impact on teaching, job satisfaction, and enhanced opportunities for learning and growth. This poster presentation will provide practical tips to build an effective mentor relationship. Best practices will be shared for designing and implementing mentorship strategies to develop a thriving academic community.

Inspiring Learners by Crafting Dynamic Classroom Experiences

Rich Yueh, University of California, Riverside

New faculty often view teaching as the effective transmission of information. However, with experience, we realize a successful classroom is far more holistic. Our poster shares our ideas on how to build a strong learning environment. First, we help our audience visualize how to craft their instructor identity (in marketing terms, "positioning"). We then guide our audience in thinking about their "target market"—students and their needs. Finally, we combine this "positioning" and "target market" to form a "product"—the experience resulting from an instructor's identity interacting with students' needs. This becomes the learning environment unique to each instructor.

OUTSIDE THE CLASSROOM

What if Faculty Are People? Leisure Book Clubs for Fun

Cheris Brewer Current and Maria Bastien Valenca, Walla Walla University

The stresses of teaching in spring 2020 coupled with an onslaught of web-based training left many faculty with more professional development opportunities than they could bear. Faculty needed a break. To counter impending burnout and provide opportunities for community and joy, non-professional development book clubs



were created in the summer of 2020. At the start of the school year, we convened groups based on the materials selected and facilitated discussions. This format inadvertently created interdisciplinary communities, as faculty did not select materials along disciplinary lines. Book clubs are a faculty colloquium tradition, and cookbooks remain a popular option.

MET2: A Blueprint for Industry Collaboration and STEM Challenge-based Learning

Eric Flynn, MET2 and Jana Brady, National Center for Next Generation Manufacturing

This poster uses the NSF-funded Mechanical Engineering Technologies and Manufacturing Engineering Technologies for Energy and Sustainability (MET²) program as a case study to explore the collaboration between higher education and industry in designing challenge-based learning opportunities for STEM students. It provides an in-depth analysis of the MET² Program, highlighting its industry partnerships, curriculum, objectives, and outcomes. It showcases the program's success in nurturing students' technical competencies, as well as their development of essential professional and entrepreneurial skills like leadership, teamwork, and strategic planning.

Effectiveness of Scholarship and Enrichment Program for Female STEM Students

Janey McMillen, Meredith College

To address the national need to prepare more women for careers in STEM and improve retention of talented female students in STEM majors, the Advancing Women's Education in STEM (AWE-STEM) program at Meredith College has provided scholarships and enriched experiences for academically talented women with demonstrated financial need since 2018. The program aims to enhance the STEM education of these women and retain them through graduation, providing improved opportunities to pursue employment or graduate study in STEM fields. We describe the program, curricular and co-curricular activities, and findings on effectiveness of activities and their impact on student retention and success.

Impact of Non-Tenure-Track Faculty on Pedagogy and Course Norms

Elizabeth Eich, Rice University

Recent changes to instructional faculty labor conditions have created promotable teaching ranks intended to increase job security and recognize quality faculty. We report preliminary findings on non-tenure-track (NTT) faculty impact on classroom norms within an R1 context. We scored undergraduate science and engineering syllabi as indicators of pedagogical practices and course policies. Compared to tenure and tenure-track faculty, NTT more frequently use practices to support student learning, such as active learning and providing assignment details. Our findings also show departmental-based differences between syllabi, indicating

some course policies may be influenced by these boundarie.

PREPARING YOUR COURSE

Designing an Inclusive Mathematics Course at No Cost to Students

Umut Caglar and Akorede Oluwo, Florida International University

In this poster presentation, we discuss developing an inclusive mathematics course at no cost to students while maintaining the quality of teaching and learning in a hybrid modality class. We share how we develop the precalculus algebra and trigonometry hybrid course at no cost to students using digital tools, online platforms, and an open education resource textbook. While developing an inclusive mathematics course at no cost to students is beneficial, it is important to ensure that the quality of teaching and learning is not compromised. It is crucial to carefully design and implement the hybrid modality to optimize student learning experiences. With that in mind, we discuss specifically how we structure the course to connect the out-of-class learning to the in-class learning and how we facilitate online, out-of-class, pre-class, and post-class work. We present an interactive learning tool, playposit, combined with guided notes and the textbook that help to prepare students before coming to class. We outline some of the practices we implement that involve providing clear instructions, regular communication, and opportunities for interaction and feedback. Additionally, we discuss using the canvas platform for in-class quizzes to connect the pre-class and in-class work. Finally, we mention students' post-class engagement outside of class using an iMathAS platform on Canvas.

The Elephant and the Rider: An Approach to Course Design and Collaboration

Angelica Martinez and Emma Silva, *University of Texas Rio Grande Valley*

Our poster focuses on introducing the concept of the rider and the elephant from a course design perspective. Often, as instructional designers in higher education, we are tasked with helping all types of educators build and design their online learning environments using different techniques and strategies. We will demonstrate how the concept of the rider and the elephant applies to course design and online learners and how this collaboration guides educators in creating engaging content and motivating their students to succeed.

Creating Community through Early Communication

Shanda Hood and Joshua M. Girshner, *University of Arkansas*

To encourage community and belonging before the start of the semester, students in a Survey of Calculus class were provided with a syllabus activity one week before the start of the semester. Questions were embedded within the activity to emphasize important course components, policies, and requirements. Students were also allowed to introduce themselves, ask questions, or share any relevant information. We believe this activity has helped to build a greater sense of community and has helped to clarify course



expectations. In this poster presentation, we share our preliminary results based on a survey of students who completed the activity.

STUDENT ENGAGEMENT

A Study on Mental Well-Being in the Classroom

Joan Maldonado-Resto and Celicia Little, Bowie State University

College students experience high levels of stress and anxiety due to the pressures of managing academic and social life. High levels of stress and anxiety in students may result in lower knowledge retention and may ultimately lead to withdrawal from academic programs and the university. Utilizing music therapy in the classroom setting may reduce students' stress and anxiety levels while improving knowledge retention, class satisfaction, and have overall advantageous outcomes.

Utilizing Roles and Responsibilities in Undergraduate Courses Serving IPE Competencies

Nevila Jana and Nalini Broadbelt, Massachusetts College of Pharmacy and Health Sciences

The poster illustrates the design of an interdisciplinary course on malaria by assigning team members a specific discipline (Chemistry, Biology, and Social Sciences) role and responsibility. Interest surveys are used to assign specific roles, videos that tackle each discipline's perspective on malaria are presented, and worksheets to be answered as a team enable the desired interaction between professions. The simulation models practice interprofessional collaboration, communication, and conflict resolution, and building respectful relationships between team members. A follow-up reflection assignment assesses the intended interprofessional interactions and the benefits.

Interactive, Engaged Learning Using Low-fidelity Activities/ Games: Interdisciplinary Approach

Lynne Madsen, Red Deer Polytechnic

Traditional learning environments have become passive, lecture-style, teacher-centered classrooms. Games enhance the classroom to have a learner-centered approach promoting an enjoyable, non-threatening, interactive, and engaging environment. This approach promotes critical thinking, application of knowledge, problem-solving, communication, and interpersonal skills using hands-on learning. There are many activities/games beneficial in postsecondary classrooms of any discipline. We present information on the background of why this type of learning is effective for students, some of the challenges, and important considerations when incorporating these activities/games in the classroom.

Enhancing Student Engagement via Contemplative Practices

Lisa Schulte, Xavier University of Louisiana

This poster focuses on enhancing student engagement via contemplative practices. Research conducted during the 2023–2024

academic year examines the effects of weekly contemplative practices among approximately 60 students enrolled in Positive Psychology. This treatment group will be compared to a control group—approximately 60 students enrolled in other psychology courses. A pretest-posttest design will assess changes in subjective and psychological well-being across each semester, with contemplative practices as expected to enhance well-being. Individuals who experience greater levels of well-being are expected to be more engaged—as assessed by student course evaluations.

Empower Student Learning Teams with a Collaborative Toolbox!

Stokes Schwartz, Michigan State University

Collaborative learning, a high-impact practice, takes numerous forms and yields many possible benefits to students where mastery of course material, connection of their own prior experience and learning to it, related creation of new knowledge, and the cultivation of next-generation skills are concerned. Too often, however, students have difficulty with the collaborative process and founder without instructor guidance. The session proposed shares 10+ 'tools' that I provide to students, which facilitate greater empowerment, self-direction, and accountability throughout their collaborative process regardless of course modality.

TECHNOLOGY TOOLS FOR TEACHING

Breathing New Life into Book Studies: Asynchronous Perusall Reading Communities

Lauren Barbeau, Georgia Institute of Technology

This poster shares a new approach to facilitating a classic professional development program: the book study. Finding meeting options that work for all interested parties poses a challenge. Even when instructors set aside time to attend, they may struggle to keep up with reading assignments. Perusall's asynchronous engagement platform removes these obstacles. Participants no longer have to attend synchronous meetings. They can read flexibly as they have time while still engaging in a professional development community with instructors across disciplines and even institutions. The poster shares Perusall's features and strategies we used to promote community in the online space.

Evolution in Technology: Al Tools and Their Future in Education

Maria Elena Guel, University of Texas-Rio Grande Valley

The ever-changing technology field constantly provides new and different opportunities that utilize the latest AI tools that are making their way into the mainstream. The poster presentation shares what AI tools are available and how some use them to incorporate them into education. We discuss how different disciplines can utilize these various AI tools. Participants will explore how they can create assignments and assessments with the assistance of AI. We cannot



pretend that these software programs will go away. If nothing else, we can expect more of these types of software and their limits to be tested.

Using AI to Decrease Anxiety

Shanda Hood and Nama Namakshi, University of Arkansas

For a chosen topic, students in a Survey of Calculus class were asked to create a video presentation using ChatGPT. Students in this course are non-STEM majors with a fair amount of self-reported math anxiety. Using mathematical terminology correctly can be difficult. Using ChatGPT to create a script will reduce this anxiety, allowing students to engage with course material in a less stressful way. Using AI tools will increase comfort with terminology, allowing students to use discipline-specific terms more naturally. We present our preliminary findings based on data collected from participants about their experience and perception when creating a video presentation using AI.

Surveying of Remote and Mixed Reality-based Laboratory Technologies

Faruk Yildiz, Sam Hosutons State University

The remote laboratory concept has been one of the important research items developed during the Covid-19 pandemic where most institutions moved their classes to online and/or remote modalities. The impacts of the COVID-19 pandemic were unexpected and the preparation for the remote lab delivery and/ or distance learning were minimal where face-to-face laboratory experiments have been common among Science, Technology, Engineering, and Math (STEM) programs. Academic programs mainly offering face-to-face courses with laboratory experiments that are not prepared for remote and online laboratory delivery have struggled. It was an immediate necessity to find ways to deliver traditional face-to-face courses with laboratory experiments to their students remotely via distance learning. Recently, researchers and companies have been investigating and working on remote laboratory concepts and integration into the curriculum. The popularity of remote labs is increasing due to the COVID-19 pandemic and the improved speed of the internet but still do not have much attention. The objective of this paper is to find the best current resource available for remote learning labs for STEM majors. The goal is to find a program, company, or university resource exchange to find the best optimal sources for remote learning through virtual labs, via computers, and control systems via the laboratories.

Using Padlet to Increase Student Engagement

Chelsea Tracy-Bronson, Stockton University

This poster explores how the instructional technology tool called Padlet can be used to promote collaborative student learning experiences. Through examples in an undergraduate college course, the application of this technology tool is explored. Examples of use of Padlet in the following ways are explicitly shared: 1) Students share

interests, commonalities, favorite music, videos, or photographs as an ongoing method for building an inclusive community; 2) Students share digital links to professional website resources and peer-reviewed journal articles during a Jigsaw cooperative learning experience; 3) Students construct creative videos in cooperative learning groups to demonstrate their conceptual understanding of specific course topics and upload to Padlet; 4) Students complete a summative class session assessment by contributing their responses in the Padlet, which will serve as a digital exit ticket.

THE ONLINE CLASSROOM

Impact of Flipped Learning and Group Problem-solving for Improving Python Programming Skills in an Online Environment

Vibhuti Gupta, Meharry Medical College

Flipped learning reverses traditional learning by providing topic material first to prepare the students for classroom learning and then discussing the topics in the class, working on the problems with the instructor, and finally performing group problem-solving activities. In this research, we have examined the impact of flipped learning and group problem-solving activities for improving Python programming skills of students in an online classroom environment.

Remote Learning of Clinical Skills in Healthcare Education

Darren Koenig, Illinois College of Optometry/Illinois Eye Institute

Distance education in graduate-level, healthcare professions could aid in program enrollment and diversity by appealing to students otherwise anchored at home. Hands-on skills instruction often acts as a barrier to implementation. A pilot study was designed to explore the feasibility of remote instruction of two optometric skills. The provision of didactic materials was similar to in-person instruction with a remote clinical site and collaborating faculty. The results of this small pilot suggest remote instruction is viable and non-inferior to in-person instruction. Survey results revealed that reliable technology is paramount for successful delivery, grading, and student satisfaction.

A Framework for the Health Practitioner's Online Educational Doctoral Degree

Violet Kulo and Karen Gordes, University of Maryland, Baltimore

This poster describes an online PhD in health professions education (HPE) curriculum using the lens of the Ewing framework, a model proposing that attention to four interconnected curricular components will facilitate research degree completion. Learner metrics for the first two cohorts indicating that the program curricular structure is effectively scaffolding learners to the attainment of the research degree is shared. Key lessons learned and recommendations for developing an accelerated online PhD in HPE program are presented. In addition, curricular elements contributing to learner success are outlined.



SATURDAY, JUNE 8

8:00-9:00 AM

Breakfast

Enjoy a continental breakfast, buffet-style, allowing you to select items that suit your preferences. All food items should be clearly labeled, indicating if they contain allergens or meet specific dietary.

Room: Napoleon Ballroom | For all attendees

8:00 AM-4:00 PM

Exhibitor Display

Visit our exhibitors, who have products and services that support higher education.

Room: Napoleon Foyer | For all attendees

9:00-9:45 AM

How and Why We Teach: A Panel Discussion

Join Ken Alford, Tywana Hemby, and LaQue Perkins, a few of our TPC advisory board members, and remember your "why" and "how" of teaching. After a brief discussion about their own "why" and "how," the panel will address written questions from attendees that will be collected during breakfast. This panel discussion will provide a safe space for individuals to think more deeply about what they hope to gain from their own teaching and their overall conference experience.

Room: Napoleon Ballroom | For all attendees

10:00–11:00 AM CONCURRENT SESSIONS

ASSESSING LEARNING

Questioning Quest: Unleash Critical Thinking through Skillful Inquiry

Russ Farmer, Staci Saner, and Jerry Rabalais, *University of Louisville School of Medicine*

Participants in this workshop will be introduced to the innovative Questioning Aid for Rich-Realtime Discussion (QARRD) framework and tool. Designed to enhance faculty questioning skills, this methodology provides a structured approach to fostering critical thinking or clinical reasoning skills in learners across diverse educational settings. Participants in this session will be able to explain to a colleague how strategic questioning

of learners can improve their critical thinking skills in multiple situations; identify at least two different questioning strategies they can implement tomorrow with their learners; and share this free tool with colleagues and improve the types of questions being ask of learners.

Room: Bayside BC | For all attendees

DIVERSITY, EQUITY, AND INCLUSION

Advancing Equity, Active Learning, and Mastery in OER Introductory Statistics

April Crenshaw and Anita Polk-Conley, *Chattanooga State Community College*

This presentation leverages the principles of Open Educational Resources (OER) to address equity and access Introductory Statistics. Our central focus revolves around fostering a sense of belonging among students and enhancing their engagement. We highlight students' perceptions of professorial concern and how it influences their willingness to participate and seek assistance when needed. Additionally, we explore how OER can democratize education by reducing financial barriers and promoting equity—presenting compelling data from a course redesign that resulted in remarkable improvements for first-generation, low-income, and historically marginalized student populations.

Room: Bayside A | For all attendees

OUTSIDE THE CLASSROOM

Teaching Squares: Non-Evaluative and Supportive Peer Observation

Jennifer Todd and Tonya Buchan, Colorado State University

Teaching Squares is a peer observation program that allows faculty, instructors, and GTAs to observe, learn from, and support each other in their quest to become better instructors. It is designed to be a non-evaluative, supportive, and growth-based process. Participants are coached in giving individualized, supportive, and constructive feedback using observation forms aligned with the Teaching Effectiveness Framework. Through the observation process, participants are encouraged to not only give feedback but also reflect on their own practice. Participants will leave with information and materials to implement this program at their own institutions.

Room: Grand Ballroom B | For all attendees



PREPARING YOUR COURSE

Boundless Iteration: Integrating Student Voice in Curricular Re-design

Matthew Austin and Carly Croman, University of Arizona

Why is student voice essential in curricular redesign at any scale? How might we meaningfully integrate student voices in our unique contexts? What does it look like when iteration is at the heart of this work? This session will explore these questions (and others that emerge) through reflection, connection, and facilitated discussion. You can expect to deeply engage with the nuances of this topic and distill your insights into action steps. Let's gather to learn from each other and inspire further exploration of student-driven design decisions.

Room: Nottoway | For all attendees

Supercharge Your Slide Deck for Student Learning

Jeremy Rentz, Trine University

Why is student voice essential in curricular redesign at any scale? How might we meaningfully integrate student voices in our unique contexts? What does it look like when iteration is at the heart of this work? This session will explore these questions (and others that emerge) through reflection, connection, and facilitated discussion. You can expect to deeply engage with the nuances of this topic and distill your insights into action steps. Let's gather to learn from each other and inspire further exploration of student-driven design decisions.

Room: Grand Ballroom A | For all attendees

STUDENT ENGAGEMENT

Lecturing: Seven Simple Strategies to Increase Student Engagement and Learning

Christine Harrington, Morgan State University

Lectures, when done well, can be one of the best ways to help novice learners develop the foundational knowledge needed to succeed. Attend this engaging, interactive lecture and walk away with evidence on and practical guidance related to implementing the following seven lecture strategies: activating prior knowledge, highlighting the big ideas, effectively using multi-media, elaborating through examples, offering brief opportunities for students to reflect, engaging students in retrieving practice, and facilitating critical thinking through questioning. By the end of this session, you will be able to summarize the research illustrating the benefits of lecturing and explain how to incorporate seven evidence-based, inclusive practices into a lecture.

Room: Grand Ballroom D/E | For all attendees

STUDENT ENGAGEMENT

Power Sharing: An Antidote to Disengaged, Unmotivated Students

Sarah Rutherford, Cleveland State University

Is the way we teach giving students silent permission to disengage? Instructor-centered models of teaching undermine student learning because they invite students to misplace the responsibility for their own learning on the instructor. How we teach is connected to how we hold power in the classroom. If your students are disengaged, showing limited interest in homework, having trouble following directions, or are frequently absent, examining how you exert control in the classroom might open new solutions to bring students more fully into the learning environment. Through personal reflection and group activities, participants in this workshop will examine classroom power dynamics through the lens of critical pedagogy and discuss how evidence-based teaching strategies like active learning, ungrading, and curriculum co-creation can be implemented to engage students by sharing power.

Room: Grand Ballroom C Specific to in-person teaching | For all attendees

TECHNOLOGY TOOLS FOR TEACHING

Empowering Educators: Purposefully Integrating Generative AI

Tanya Wakelin and Amanda Maknyik, Durham College

This session explores how Durham College's Centre for Teaching and Learning in Oshawa, Ontario, incorporated the intentional integration of GenAI into our teaching and learning practices, aligning with essential learning objectives and job readiness skills. To support faculty in effectively utilizing GenAI, we established a comprehensive framework, explored GenAI tools, created valuable resources for faculty-student communication such as directives and customizable presentations, and provided guidance on assessment adaptation, academic integrity, ethics, and privacy. Key takeaways include providing all Durham College-developed GenAI assets under CC BY-SA 4.0.; sharing insights from an institution-wide GenAI framework implementation; and examining the advantages, challenges, opportunities, and practical applications of specific GenAI tools in the teaching and learning context.

Room: Borgne | For all attendees

TECHNOLOGY TOOLS FOR TEACHING

Invited Session Enhancing Student Engagement through Active Learning Tech Tools

Eleni Caldwell, Wake Forest University

Participants will learn about and explore technology tools that have been proven to engage students in active learning experiences. Faculty should leave with a basic understanding of each tool and with examples to generate ideas for future use.

Room: Maurepas | For all attendees



THE ONLINE CLASSROOM

Lights, Camera, Engagement: Using Open Broadcaster Software (OBS) to Supercharge Your Online Instruction

Alym Amlani and John Shepherd, Kwantlen Polytechnic University

Discover how you can use the power of Open Broadcaster Software (OBS) to revolutionize your online teaching. OBS helps you to create captivating synchronous sessions that leave a lasting impact on your students. In this session, you'll learn to create dynamic presentations using multimedia, overlays, and screen sharing to make your content visually engaging; boost student engagement with interactive elements like chat integration and scene transitions; elevate your teaching game using OBS, matching the engaging techniques used by streamers and meeting the expectations of tech-savvy students.

Room: Grand Chenier | For all attendees

11:15 AM-12:15 PM CONCURRENT SESSIONS

ASSESSING LEARNING

Feedback Frameworks: Strategies for Closing the Loop to Enhance Learning

Nichole Barta, Gonzaga University

In this session, participants will examine how course-level feedback frameworks can facilitate data-driven discussions between students and instructors to promote learning. Central to our discussion is the concept of "closing the feedback loop"—ensuring that feedback not only informs learners but also leads to improvements and deeper learning. Drawing from recent research, we'll address the challenges students face in providing constructive feedback and the role that structured training, peer-review rubrics, and 'feeding up' principles can play in overcoming these hurdles. By the end of the session, participants will have a deeper understanding of how feedback frameworks support various learning outcomes and the skills to adapt and implement these frameworks within specific course contexts.

Room: Bayside BC | For all attendees

DIVERSITY, EQUITY, AND INCLUSION

Scientists Write Too: Utilizing Writing-to-Learn Activities to Foster Inclusivity and Belonging in STEM

Emily Jo Schwaller and Mascha Gemein, The University of Arizona

Why use writing to promote inclusion and belonging in the STEM classroom? How do I teach writing in my discipline? In this session, we draw from local program data and interdisciplinary scholarship to offer an overview of a variety of Writing-to-Learn interventions that promote inclusivity and belonging in the STEM classroom. You will leave with a concrete understanding of the link between

Writing-to-Learn activities and inclusion/belonging in STEM. We will share actionable resources, examples, and techniques that help counter stereotype threat, recognize linguistic bias, foster disciplinary belonging, and promote self-efficacy for students. The session will provide time to try out techniques, discuss implementation across different contexts and assessment plans, and create concrete next steps to implement one sample technique in your own teaching.

Room: Bayside A | For all attendees

FOR NEW FACULTY

Pedagogy, Andragogy, and Heutagogy: Fostering Transformative Learning in Higher Education

Olga Hilas and Tina Caliendo, St. John's University

Traditional modes of instruction in higher education are often based on pedagogical principles and practices. However, an increasing number of adult learners are returning to universities and colleges to begin or complete postsecondary degrees and/or advanced certificate programs. To address the needs of these learners and foster the development of autonomy, capacity, capability, and strategies for lifelong learning, educators should be familiar with the Transformative Continuum of Learning (TCL). TCL is a process that involves progression from pedagogy to andragogy and then to heutagogy. This session will provide participants with the knowledge to differentiate among pedagogical, andragogical, and heutagogical educational approaches; apply key principles of TCL to realistic instructional scenarios; and determine which approaches are most appropriate for your learners and courses.

Room: Oak Alley | For all attendees

OUTSIDE THE CLASSROOM

(Self) Coaching for College Professors

Michael Alleruzzo, Carnegie Mellon University

College professors face unique workplace challenges. These have been exponentially exacerbated since 2020. This session focuses on a framework for college professors to diagnose their current academic, professional, and personal challenges and analyze what they can do to navigate through and around them in healthy ways. We will also explore what coaching is, what it is not, and why seeking a credentialed professional coach might be the right option. Engagement activities will include structured reflection, participant discussion, model completion, and style assessments.

Room: Grand Ballroom B | For all attendees



PREPARING YOUR COURSE

Becoming Expert Learners: Teaching Students How Learning Works

Michelle Blank, Goshen College

All faculty want their students to learn. Unfortunately, we have all been inundated with myths that result in ineffective learning strategies. Through advancements in neuroscience and research in cognitive psychology, these myths are being debunked and more effective learning strategies are being uncovered. By including some of these effective learning strategies in your course design and providing scaffolded practice for your students, they can move from novices in your field toward becoming expert learners with the tools to more fully engage your content. In this session we will explore, model, and learn together using five research-backed learning strategies that you can employ in your classroom. Each participant will leave with concrete applications and activities to start a course refresh that will lead to deeper, more lasting learning.

Room: Grand Ballroom A | For attendees new to the topic

PREPARING YOUR COURSE

HyFlex Courses: The Best Practices from Development to Implementation

Dana Tribble, Krystal Shipp, and Aubrey Holt, *Arkansas Tech University*

Life circumstances are changing more frequently than ever before for students as well as faculty. Hyflex courses offer flexibility for everyone to engage with the course in a manner that works best for them. Best practices will include approaches to undergraduate and graduate courses developed and implemented for HyFlex delivery including designing assignments for three modalities (face-to-face, synchronous, and asynchronous); how to get students to engage across modalities; and how to adapt to changing needs during implementation.

Room: Nottoway | For all attendees

STUDENT ENGAGEMENT

Invited Session Using Game-based Teaching to Engage Reluctant Learners

Andrew Davies, Virginia Commonwealth University

It's challenging enough teaching eager, motivated students—but what if you're asked to introduce your area of expertise to a room full of skeptics? How do you convince apathetic students to care about something they don't see as relevant? In this presentation, I'll share my solutions to this predicament and outline the principles that are making my Fundamentals of Typography course more engaging, even for the most reluctant learner. I'll give examples of the games and gamification tactics I incorporate into my curriculum, while also sharing cautionary tales of mistakes to avoid. Drawing on my understanding of the cognitive science

behind why these principles are working, I hope to inspire you to similarly experiment in your own classrooms.

Room: Grand Ballroom D/E | For all attendees

TECHNOLOGY TOOLS FOR TEACHING

Bringing the Unreachable Within Reach: Application of Immersive Technologies

Tarsha Rogers and Clarence Goss, Elizabeth City State University

Immersive technology has no doubt skyrocketed across the U.S. over the last five years. A growing number of institutions of higher education have implemented both virtual reality and Esports on their campuses to support academic programs. These spaces serve as a hub for technological innovation and open up endless opportunities for students to harness experiences beyond what has been physically impossible without adequate financial resources. Theoretical underpinnings for immersive learning experiences and implementation will be reviewed and the ways it can be used to meet course goals will be highlighted. Lessons learned from the implementation of technologies to enhance learning as well as the types of technologies, i.e. VR headsets, 360 cameras, and theoretical practices utilized to ensure a student-centered approach will be shared with attendees.

Room: Maurepas | For all attendees

THE ONLINE CLASSROOM

The Role of Online Learning at a Place-based Institution

Mark Frydenberg, Bentley University

As institutions returned to in-person learning following the pandemic, the question remained: how do we carry forward the benefits of online learning in a university that is primarily place-based? This session will present data-driven recommendations for diversifying online modalities in undergraduate courses, balancing flexibility, and preserving the university's identity as a place-based institution. Learn about student and faculty preferences, concerns of university stakeholders, and how to create a process and make recommendations to balance online and in-person learning that aligns with the values of your own institution.

Room: Grand Chenier | For all attendees

11:15 AM-12:15 PM EXHIBITOR SPOTLIGHT SESSION

Incorporating Critical Skills into Course Activities with Intention and Transparency

Anna Kuthy and Daniel Kuthy, *Brescia University;* and Mackenzie Cahill, *Magna Publications*

In this interactive session, participants will explore strategies for integrating critical (other terms: essential, interpersonal,



soft) skills into course activities with purpose and transparency. Emphasizing the importance of intentional teaching, we will begin with identifying and breaking down these skills, their alignment with employer demands, and their grounding in the liberal arts. Through practical tools and illustrative examples spanning the areas of critical thinking, communication, and metacognition, attendees will leave equipped to design and implement activities that nurture these skills within their courses, empowering students (and faculty) for success in both academia and the workforce.

Room: Borgne | For all attendees

12:15-1:15 PM

LUNCH

Room: Napoleon Ballroom

1:30–2:30 PM CONCURRENT SESSIONS

ASSESSING LEARNING

Integrating AI Feedback Tools and Blended Grading to Develop Growth-Minded Students

Kim Chappell, Fort Hays State University

Developing a growth mindset and increasing student learning is achievable. This session will explore blended grading strategies and AI feedback tools for developing growth-minded students. Participants will leave the session with principles, strategies, and practical feedback strategies using AI feedback tools that can be implemented across any discipline. Key takeaways include principles for growth-focused assessments; methods for blended grading; practical feedback strategies using AI applications; and tips for building grading policies & practices.

Room: Bayside BC | For all attendees

DIVERSITY, EQUITY, AND INCLUSION

Trauma-informed Academic Advising: A Pathway for Fostering Inclusion

Karen Gordes and Violet Kulo, University of Maryland Baltimore

Experiences of trauma are widespread within our higher education student population with individuals from marginalized communities having a higher risk of repeated exposure to trauma. This session provides an overview of the neurophysiological connection between trauma and re-traumatization on student learning, engagement, and performance. We will discuss academic advising models that support trauma-informed practices and review the application of the six principles of a trauma-informed approach to support relationally focused, culturally sensitive student advising encounters. A review of strategies will be provided on how advisors can foster meaningful connections, generate a culture of belonging,

and avoid re-traumatization with their academic advising as well as how advisors can provide real-time, first line of support for students presenting with a traumatic experience.

Room: Bayside A | For attendees new to the topic

FOR NEW FACULTY

Enhancing Vitality and Teaching Effectiveness through Reflective Teaching Communities

Nichole Barta, Juliane Mora, and Kristin Finch, Gonzaga University

Early career faculty often face numerous challenges, including navigating the complexities of a rapidly evolving pedagogical environment, acclimating to a new institutional culture, developing their professional identity, and creating a support network. These challenges can heighten the risk of burnout and disengagement. This session introduces the Reflective Teaching Community (RTC) approach, a framework designed to promote faculty vitality, enhance teaching effectiveness, and foster a sense of belonging. Participants will examine how structured dialogues, peer observations, and feedback sessions can contribute to faculty support, with a focus on prioritizing both faculty well-being and fostering a positive student learning experience. Key takeaways include lessons learned for delivering and implementing an RTC program; an understanding of how the RTC framework supports early-career faculty in enhancing teaching effectiveness and vitality; and strategies for tailoring the RTC framework to specific contexts.

Room: Oak Alley | For all attendees

OUTSIDE THE CLASSROOM

Invited Session "Teaching with ChatGPT, Getting Tenure: Nested Dolls"

Thomas Mennella, Western New England University

This nested presentation will address two different pressing issues in higher education: dealing with the explosive evolution of generative artificial intelligence (GAI) and achieving meaningful scholarship at teaching intensive institutions. Results from a study that measured student use of, performance with, and perspectives on ChatGPT will be shared. However, this project will also be used as a case study for publishing peer reviewed work at an institution with little to no infrastructure to support more typical research and scholarship endeavors. Participants will leave understanding the impact that GAI usage has on student performance, with priorities for guiding student opinions and best practices with GAI, and with a roadmap for demonstrating scholarship and contributing to the discipline of pedagogy in higher education.

Room: Nottoway | For all attendees



OUTSIDE THE CLASSROOM

Advisory Board Session Living Up to Our Potential; Faculty Members are People, Too

Ken Alford, Brigham Young University

Working in academia can be a truly wonderful "place to call home." There are so many things we can each do to make our academic "home" a happier, more welcoming, more congenial, and more productive place. During this hour, we'll share a wide variety of best citizenship practices gleaned from great teachers, staff, and administrators from many outstanding academic institutions during the course of the past 40 years. Come join with us, and let's have a great time together!

Room: Grand Ballroom B | For all attendees

PREPARING YOUR COURSE

Invited Session Boosting Learning, Decreasing Stress: Designing Courses with Wellness in Mind

Rob Eaton, Brigham Young University-Idaho

Even before the pandemic, mental health challenges had become rampant across college campuses. Far too often, such challenges undermine students' ability to learn and graduate. Often unwittingly, professors can help—or hinder—the learning of students with mental health challenges. This session highlights course design choices that can unwittingly exacerbate some students' mental health challenges. More importantly, I'll share alternatives that reduce unnecessary stress and disappointment, while enhancing learning for all students. Each suggested practice is practical yet grounded in theoretical research. Participants will better recognize the extent to which mental health challenges affect our students—and how our course design choices sometimes compound those challenges. They will also come away with evidence-based, practical ideas for tweaking courses in ways that will decrease unnecessary stress for some students while boosting learning for everyone.

Room: Grand Ballroom A | For all attendees

STUDENT ENGAGEMENT

Empowering Your Learners with Learning Science: Strategies for Success

Staci Saner, Laura Weingartner, and Russ Farmer, *University of Louisville Health Sciences Center*

Learning science can optimize teaching practices and foster effective learning environments for all. This is a true learner-centered environment. In this session participants will learn how subtle and manageable changes in instruction can provide significant learner improvement; the science of learning challenges conventional student study techniques; and apply cognitive processes that underpin learning to promote deep understanding and durable memories for learners. We propose an integrated approach to

teaching (in any modality) to design instruction that resonates with diverse learners. This amalgamation represents a powerful toolset for educators seeking to maximize the impact of their teaching practices and elevate the learning experience for ALL learners. This workshop will include electronic polling software and small group activities to demonstrate different strategies.

Room: Grand Ballroom C Specific to in-person teaching | For all attendees

STUDENT ENGAGEMENT

Why Our Students Can't Think Critically, and What We Can Do About It

Louis Newman, Stanford University

Teaching our students to become critical thinkers has long been a central goal of higher education, but doing so has never been more challenging—or more important—than it is today. The educational impact of the pandemic, combined with the pervasive influence of social media and the growing prevalence of disinformation, have hindered our students' ability to analyze, evaluate and contextualize the information they encounter everyday. As educators, we often assume incorrectly that our students will learn these skills simply by taking our courses and internalizing the modes of thinking we model for them. These times call for renewed clarity about what critical thinking is, how to teach it effectively, and how to convey its importance to our students and to society at large.

Room: Grand Ballroom D/E | For all attendees

TECHNOLOGY TOOLS FOR TEACHING

What's in Your Digital Toolbox? Six Great Technology Tools

Jerri Ward-Jackson and B. J. Kimbrough, University of West Alabama

Educators everywhere are always looking for NEW and FREE engaging tools/resources to enhance both teaching and learning. Tools that allow them and their students to be creative and informative, as well as make teaching and learning fun and engaging. What's in your Digital Toolbox? will introduce to some and demonstrate to others six excellent technological tools that can be used in face-to-face classrooms, online environments, training sessions, and by individuals to promote learning and engagement. Participants will have the opportunity to explore six emerging digital resources/tools (Simple Show CANVA. Wakelet, Piktochart, Pixton, and Stop Motion Studio); learn six benefits of the resources/tools; and be allowed to explore three of the resources during the session. It is strongly encouraged that participants bring a laptop.

Room: Maurepas | For all attendees



THE ONLINE CLASSROOM

Teaching in the Accelerated Asynchronous Online Classroom: A Balancing Act

Desireé Caldwell, Gwynedd Mercy University

Active learning, which can seem difficult to include in the asynchronous online classroom, challenges students to engage in the process of investigation, discovery, and interpretation. When teaching online, instructors are typically provided with a pre-designed course and a guide, which contains the learning materials, discussion forums, assignments, and assessments. Strategies for incorporating active learning can include synchronous online meetings, choice boards, cooperative group work, case studies connected to real-world issues in their program's field, role-play, personalized feedback, peer reviews, and problem-based learning activities. Learn how you can intentionally implement a balance of active and passive strategies that increase students' engagement with the instructor, course content, and peers in the asynchronous online classroom. Come to learn, engage, and implement!

Room: Grand Chenier | For all attendees

1:30–2:30 PM EXHIBITOR SPOTLIGHT SESSION

Pedagogy on the Cheap: Building Sustainable Faculty Development Culture

Anna Kuthy and Jon Dudko, *Brescia University;* and Mackenzie Cahill, *Magna Publications*

In this dynamic session tailored for T&L centers and faculty facing resource constraints, participants will discover innovative strategies for cultivating a sustainable culture of faculty development. Focused on nurturing teaching excellence and student engagement, attendees will explore practical, budget-friendly techniques for drawing faculty into meaningful professional growth opportunities. From fostering personal connections to facilitating small group discussions in adaptable formats, including virtual and in-person settings, this session will equip educators with actionable insights to foster a vibrant culture of continuous improvement, ultimately enhancing the student-centered learning experience across diverse academic landscapes

Room: Borgne | For all attendees

2:45-3:05 PM 20-MINUTE MENTOR SESSIONS

ROUND 1 (2:45–3:05 PM)

DIVERSITY, EQUITY, AND INCLUSION

How Does a White Male Professor Help Create a Sense of Belonging within Classes Comprised Predominantly of Students of Color?

Sean O'Connell, Northeastern University

This session focuses on a white male professor trying to create a

greater sense of belonging in a class focused on race and ethnicity, and comprised of predominantly students of color. Some of the strategies include acknowledging his limitations as a white man; employing a values affirmation activity; explaining intention behind feedback; focusing on culturally relevant content and using SOTL (Scholarship of Teaching and Learning) strategies such as asking students for mid-semester feedback; and collaborating with students on classroom ground rules.

Room: Bayside A Specific to in-person teaching | For all attendees

FOR NEW FACULTY

What Do New Faculty Need to Support Course Delivery and Role Transition?

James Lomen, Cassy Magliocchi, and Carolyn Ives, *Thompson Rivers University*

New educators in post-secondary education are often selected on their advanced skills and knowledge in their practice field, with the intention that they can impart that wisdom to a larger group of learners. Although expert clinicians have an abundance of knowledge to share, their skillset alone is often not enough to confidently make the role transition into academia. Grounded in a shared lived experience of novice nursing instructors, this presentation is intended to provide a basic toolkit for new post-secondary instructors who are seeking tools to translate their expert knowledge into a structured and meaningful course delivery. A short meaningful set of concepts and strategies found to build the backbone of instructional support has been curated with the help of our Center of Excellence in Learning and Teaching team.

Room: Oak Alley | For all attendees

OUTSIDE THE CLASSROOM

How Can We Re-envision Office Hours to Increase Participation and Engagement?

Ana Paula Benaduce and Lisa Brinn, Florida International University

The attendance of students to office hours is a point of concern for several professors. Despite being usually the only scheduled time for such interaction outside of class, students often choose not to attend office hours for various reasons, including feeling intimidated by the professor, lacking confidence in their abilities, or simply not understanding the purpose of office hours. To address this issue, we decided to rebrand office hours as happy hours. This change resulted in a significant increase in student attendance and engagement. To evaluate the students' perspective on this name change, we conducted a focus group, which revealed that the rebranding was not the only factor. Our findings suggest that renaming and location had a significant impact on students' participation, and they also highlighted the importance of creating an inclusive and welcoming environment.

Room: Grand Ballroom B Specific to in-person teaching | For all attendees



PREPARING YOUR COURSE

How Can Instructors Prepare Dual-enrolled Students for College Courses?

Olivia Rines and Regina Johnson, Harford Community College

Many colleges are experiencing explosive increases in dual-enrolled students in gateway courses. However, these students often struggle to acclimate to the college environment and face unique academic challenges. Thus, instructors have had to pivot their pedagogical approaches to meet the specific needs of this growing student population. This presentation offers strategies for helping dual-enrolled students meet college expectations and become independent learners by exploring what it means to be "college-ready," how to clarify essential differences between high school and college, and how to prevent common challenges dual-enrolled students face. Participants will learn proactive strategies for supporting dual-enrolled students, including creating transparent course materials, standardizing instruction across course sections, and transforming the orientation process for students.

Room: Grand Ballroom A | For all attendees

PREPARING YOUR COURSE

How Can We Help Students Market a Liberal Arts Degree to Future Employers?

Anne Stuart and Sandra Sego, American International College

The number of liberal arts majors has dropped dramatically over the past decade as students seek professional degrees they equate with high-paying jobs. Yet, many of the skills that employers seek are those traditionally taught within the liberal arts. When instructors frame their courses on the development of marketable skills, students will see the value of a liberal arts degree. Students can market themselves to potential employers by emphasizing the skills they gained in their courses. Using examples from our courses, we will guide participants through identifying the marketable skills in their courses, how to make this skill building explicit to their students through class assignments, and using various active learning methods to help students develop the skills.

Room: Nottoway | For all attendees

STUDENT ENGAGEMENT

How Can Utilizing Peer Reviewers in Discussions Enhance Student Engagement?

Sharron Cuthbertson, Florida Gateway College

Discussions with peer reviewers are more focused on establishing a dialogue between the reviewer and the student. The back-and-forth exchange between them is designed to help understand the "why" of what they do in the field. Peer reviewers ask questions that provoke a deeper level of thought and make connections to the information learned throughout the course.

Room: Grand Ballroom D/E | For all attendees

STUDENT ENGAGEMENT

How Can You Design an Experiential Learning Project to Benefit Students, the Program, and the College?

Scott Smith, Tennessee Tech University

This presentation will highlight the advent and development of a ten-plus-year experiential learning project embedded within the curriculum of a COSMA-accredited Sport Management program. The presentation will detail how this project not only provided an experiential learning environment to more than 750 students (undergraduate and graduate) during ten years but also created more than \$100,000 of net revenue for a needy cause within the College where the Sport Management program is housed. Thus, this project not only met the definition and guidelines of experiential learning but also allowed the course to be designated a "service learning" course for the students.

Room: Bayside BC

Specific to in-person teaching | For all attendees

STUDENT ENGAGEMENT

How to Support Active Learning through Surveys and Polls?

Melissa Wells, SUNY Empire State University

Increasing student engagement and active learning for students in digital formats leads to increased student outcomes, retention, and upward mobility. In asynchronous courses, this may be challenging for instructors. By incorporating tools that increase active engagement, like surveys and polls, students have demonstrated greater enjoyment, completion, and time on task. In this presentation, we will uncover the "why" and the "how" of utilizing surveys and polls as part of formative assessment in asynchronous online coursework.

Room: Grand Ballroom C | For all attendees

TECHNOLOGY TOOLS FOR TEACHING

How Can Al Elevate the Quality of Educational Presentations?

Zawan Al Bulushi, University of Arizona

In today's educational landscape, college professors face numerous challenges in effectively engaging and communicating with students. Delivering impactful lectures requires visually appealing presentations with comprehensive content. Join us to explore AI-driven content generation tools and techniques, personalized learning experiences, accessibility considerations, and ethical implications in education.

Room: Borgne | For all attendees

TECHNOLOGY TOOLS FOR TEACHING

How to Use Google Earth Story Maps In Undergraduate Courses?

Luciana Caporaletti, Penn State University

One of the challenges for any instructor is keeping students engaged while learning. Digital, hands-on activities are an effective way to



do that. In this session, attendees will be introduced to Google Earth story maps and how they are currently used in two courses at Penn State University. They will discover how these story maps can be used in a variety of disciplines, including the sciences and humanities, and discuss how these story maps can foster inclusivity, increase global awareness, and introduce a new perspective. During the session, attendees will follow a tutorial to create their own story map that is relevant to their discipline. Attendees will be asked to share their story map with colleagues for feedback. A journal article that can be used in their course will be provided as well. It is strongly encouraged that participants bring a laptop with a Google account.

Room: Maurepas | For all attendees

THE ONLINE CLASSROOM

Can We Reframe Online Discussions into Dynamic and Engaging Conversations?

Beth Petitjean, Saint Louis University

Discussion boards are crucial spaces for online learners to interact with each other, especially in asynchronous courses. Yet, students are sometimes less than interested in participating with their peers in this type of assessment. How can instructors encourage more lively online discussions? This session posits that by reframing their concept of what online discussion is, as well as their own role in the discussion, instructors can create dynamic discussion prompts that give students agency in choosing what they want to talk about and how they talk about it, as well as creating opportunities to promote inclusivity. Instructors will consider how designing prompts that require active learning, collaboration, or alternative materials allows students to bring something different to the conversation; explore themes they find relevant; and lead the conversation themselves.

Room: Grand Chenier | For all attendees

2:45–3:05 PM 20-MINUTE MENTOR SESSIONS

ROUND 2 (3:20-3:40 PM)

DIVERSITY, EQUITY, AND INCLUSION

How Can the Three Principles of Universal Design for Learning Be Infused into Course Learning Experiences?

Chelsea Tracy-Bronson, Stockton University

The purpose of universally designing learning experiences is to account for learner variability within the classroom. By taking into account undergraduate student's unique identities, strengths, learning needs, communication styles, and engagement preferences, the college classroom can be inclusive and equitable to a broader range of students. This session provides practical application ideas and strategies for the UDL principles so that professors can address systematic barriers that result in inequitable learning opportunities and create an inclusive college course.

Room: Bayside A | For all attendees

PREPARING YOUR COURSE

How Do I Teach (Better) With ebooks?

Sarah Nichter, University of the Cumberlands

Ebooks are rapidly becoming more prevalent in college courses. However, faculty continue to bemoan that students don't complete all the assigned reading for class. Yet, college students now may be reading more than generations before. The good news is that reading online is still reading; thus, familiar concepts about reading still apply. However, students aren't 'reading' like we used to. They 'search', 'find', 'skim', and 'dive'. Understanding the features of the ebook for your class enables you to guide your students to 'find' and 'dive' more often. Key takeaways from this session include strategies for digital reading; leveraging the features of an ebook to teach content; and supplementing the ebook when relevant.

Room: Grand Ballroom A | For attendees new to the topic

STUDENT ENGAGEMENT

Does a Choice-system Model Improve Student Success?

Timothy Oblad, Texas A&M University-Kingsville

Understanding student success, courses should first, implement ways to minimize student shortfalls. If students were able to make choices in some of the coursework, would this improve their learning outcomes? Perhaps an opportunity to choose the coursework in which they wish to engage because of experience, interest, or intrigue would promote active learning and students would feel like a stakeholder in the classroom. I have been developing a choice model in my courses and students who participated have been very successful. These results have shown a shift in student motivation in that students are showing more intrinsic interest and engagement in class materials rather than rote motivation. This choice model and the research behind choice research and other important predictors of student success will be presented and discussed.

Room: Grand Ballroom D/E | For all attendees

STUDENT ENGAGEMENT

How to Engage Students in Building a Supportive Classroom Culture?

Tiffany Sayles, Talladega College

As instructors, one of our greatest areas of influence is the culture in which we instruct our students. We have the ability and responsibility to cultivate classroom cultures conducive for all students to engage and learn. This occurs through establishing class expectations while building connections. Jon Gordon stated, "It is the culture you create that is going to determine whether your players perform and execute". When we are intentional to establish cultures conducive for all learners to learn, we effectively equip our classroom players to perform and execute the learning objectives of our respective courses.

Room: Grand Ballroom C | For all attendees



TECHNOLOGY TOOLS FOR TEACHING

How Can Faculty Use Technology Enhanced Learning to Introduce Students to Libraries?

Gregg French, University of Windsor

Post-secondary students have been transitioning away from physical research materials in favor of digitized sources for decades. This shift was exacerbated by the pandemic, as students began exclusively working from home. Since returning to campus, a disconcerting trend has developed, which has involved students continuing to solely depend on digitized sources to complete their research projects. Rather than taking an antiquated pedagogical approach to this issue, this session will describe how educators can harness the opportunities offered to us by technology to introduce learners to college/university libraries. More specifically, this session will detail how instructors can develop online learning modules that can be incorporated into pre-existing courses; ultimately, creating a blended learning environment that will benefit students as they begin their research projects.

Room: Maurepas | For all attendees

TECHNOLOGY TOOLS FOR TEACHING

How Can Faculty Use Virtual Reality as a Teaching Tool in Higher Education Classrooms?

JJ Wallace, Transylvania University

This session will introduce Virtual Reality (VR) as a teaching tool for higher education classrooms. Participants will learn about VR's impact on student learning outcomes and be introduced to VR's multidisciplinary nature and strategies for classroom implementation. Participants will also explore VR experiences they could use in their classes Lastly, participants will explore important topics that will impact their ability to implement VR use in their classrooms. Topics include accessibility, limitations, risks, and best practices. Lastly, examples of successful VR implantations at our institution will be provided.

Room: Borgne | For attendees new to the topic

THE ONLINE CLASSROOM

What Can Be Done to Create Community in Online Courses?

Stacy Creel, The University of Southern Mississippi

What does student engagement look like in an online course? How do we get students to connect with: each other, the course content, the faculty, and their community of practice? The challenges faced in delivering content to a global student audience can be addressed with carefully crafted content, leveraging technology tools, engaged faculty, and active student learning. Assignments are designed so that students engage with their physical community and their learning community. Screencasting, video production,

and interactive game tools are some of the technology tools used to make connections along with live course activities like small group work and role-playing. Being a distance learner does not have to mean being distant.

Room: Grand Chenier | For all attendees

5:00 PM

Dinner and evening on your own.



SUNDAY, JUNE 9

8:00-9:00 AM

Breakfast

Continental breakfast: egg sandwiches with cheese, turkey sausage, dry cereal, breakfast breads and bagels, assorted yogurts, homemade granola, hard boiled eggs, fruit, milk, coffee, tea, and coffee.

Room: Napoleon Ballroom | For all attendees

8:00 AM-12:00 PM

Exhibitor Display

Visit our exhibitors, who have products and services that support higher education.

Room: Napoleon Foyer | For all attendees

9:00–10:00 AM CONCURRENT SESSIONS

ASSESSING LEARNING

Item Analysis: It's More Than Just Numbers!

Cindy Decker Raynak, Pennsylvania State University

Do you dread when students see their grades after a quiz or exam? Do you brace yourself for the almost inevitable contentious arguments and complaints? Does it seem like every assessment has a question or three that some students describe as unclear or unfair? Are you actually testing the content you're teaching? During this session we will examine how item analysis can help to minimize these kinds of unpleasant interactions through mindful testing; turn exam debriefs into engagement activities for students; and gather information for instructional improvement all at the same time. And, as a bonus, you will be assessing student learning. Though we will use objective testing in this session as examples, we will also discuss how one might use item analysis strategies to evaluate and enhance other types of assessments as well.

Room: Grand Ballroom B | For all attendees

DIVERSITY, EQUITY, AND INCLUSION

Communicating Inclusivity Across the Curriculum

Juliane Mora, Gonzaga University

Inclusivity as a set of practices and behaviors to make students feel welcome and valued in higher educational settings is on the rise, but not evenly across all disciplines. To continue this trajectory, this session offers insights and practices for communicating inclusivity across the curriculum, particularly in subjects and areas that traditionally struggle to recruit and retain diverse students. Participants will examine theoretically supported practices and how they can be applied to their respective disciplines or fields (humanities, STEM, business, education, medicine, etc.) and have time to workshop applications of these strategies to their own classrooms. Key takeaways include lessons learned from research on inclusive teaching, an understanding of how inclusivity is relevant to every discipline, and strategies to implement and share with colleagues in their campus communities.

Room: Bayside A | For attendees new to the topic

FOR MID-CAREER FACULTY

A Model for a Faculty Teaching Certificate

Dawn Lucas and Ellen Blue, Pfeiffer University

Teaching, beyond lecturing and grading papers, is an art that takes time, training, reflection, and guided practice to master. A faculty development program that is intentional, structured, and engaging prepares faculty for continuous growth and benefits the institution, faculty, and students they serve. The Pfeiffer University Faculty Teaching Certificate is an opportunity for professors to access resources and experiences designed to prepare them for institutional and instructional responsibilities; foster an understanding of best practices in higher education teaching; develop a philosophical framework for teaching and instruction; and foster an understanding of diversity and inclusivity of institutions of higher education.

Room: Nottoway | For all attendees

FOR NEW FACULTY

Invited Session "What is Your Brand?" Utilizing Branding Strategies to Foster Campus Connections and Student Success

Cynthia Steele, Alabama State University

Successful companies and organizations have recognizable brands. Similarly, colleges and universities recognize the need for continuous branding, but internal branding in higher education remains underappreciated (Mampaey et al., 2022). Internal branding serves as a valuable tool for professors to cultivate relationships linked to improved retention, wellness, and academic performance (Felten & Lambert, 2020). Educators can leverage resources to incorporate their brands into courses and teaching approaches. By developing unique professional brands aligned with campus mission and culture, professors can authentically connect with students and foster meaningful engagement.

Room: Oak Alley | For all attendees



PREPARING YOUR COURSE

Backward Design, Forward Thinking: Leveraging AI in Crafting Courses

lan Selig and Alesia Jennings, Western Carolina University

Higher education is on the cusp of a transformative shift with the integration of Artificial Intelligence (AI) into pedagogical strategies. This session underscores the profound potential of AI in revolutionizing the tried-and-true backward design process for course preparation. Attendees will gain hands-on experience using AI to streamline the formulation and refining of learning outcomes, create evidence-based evaluations, and enhance overall learning experiences. This AI-driven methodology is versatile, offering enrichment to diverse academic disciplines.

Room: Borgne | For all attendees

PREPARING YOUR COURSE

Leveling Up Your Service Learning Course

Kathryn Corvey and Amy Chatham, *University of Alabama at Birmingham*

Service learning is highly valued by students but has been criticized for focusing primarily on the benefits to students, while little attention has been paid to the benefits to community partners. Through course design that fosters collaboration, incorporation of projects utilizing research modalities that allow students to practice technical skills while providing more useful products for community partners, and utilization of new technologies, it is possible to "level up" service learning to foster higher-value collaboration with community partners. By the end of this session, participants will be able to define service learning; describe recommendations for course design; describe recommendations for integrating research modalities; identify technology that may be used to facilitate service-learning courses; and describe examples of courses that have utilized these approaches.

Room: Bayside BC | For all attendees

STUDENT ENGAGEMENT

It's Just More Fun: Developing Group Creativity through Play and Improv

Jessica Hill, University of Arizona

To meet the demands of a rapidly changing world, students need to be equipped with the skills to create and innovate in team settings. Preparing students with the skills to think quickly, creatively, and collaboratively can be achieved in lots of engaging ways—but why not make it fun for all involved? This session will explore how the playful pedagogy of improv comedy along with a design studio method can help students be more confident and collaborative in creative endeavors. Come prepared to play, improvise, and create, and leave with some activities that you can use to spark group creativity in your classroom.

Room: Grand Ballroom D/E Specific to in-person teaching | For all attendees

STUDENT ENGAGEMENT

Why So Serious? Integrating Game-based Learning in Higher Education

Kristine Pedernal, Melanie Dauncey, Aldona Nowak, and Andria Phillips, *York University*

As a professional program, nursing faces significant challenges in balancing content requirements while creating engaging learning environments. Game-based learning (GBL) is an active learning strategy where games are used as a tool to promote engagement with course content and encourage communication and collaboration with other learners. GBL encourages creative thinking and problem-solving while motivating learners to learn difficult content in a playful environment. This presentation will share lessons learned in the development and facilitation of games-based learning strategies that were used by faculty to teach undergraduate nursing students in large and small classes and various in-person and remote settings. Plass et al.'s (2015) Integrated Design Framework for Playful Learning will inform a discussion about potential opportunities for infusing GBL into other courses.

Room: Grand Ballroom C | For all attendees

TECHNOLOGY TOOLS FOR TEACHING

U.S.E. Al Wisely: Empowering Ethical Al Use in Education

Ashanti Bryant Foster, Prince George's Community College

In an era where Artificial Intelligence (AI) permeates diverse domains, this 90-minute interactive workshop is designed to empower faculty members to guide students in the responsible use of AI. Recognizing the importance of equipping educators and students with ethical and responsible AI skills, this session will provide valuable insights and practical strategies. Participants will explore key concepts, engage in hands-on activities, and gain actionable takeaways to foster responsible AI usage in educational settings.

Room: Grand Chenier | For all attendees

10:15–11:15 AM CONCURRENT SESSIONS

DIVERSITY, EQUITY, AND INCLUSION

Beginning with Ourselves: The Hardest Part of Culturally Responsive Teaching

Ava Belisle-Chatterjee, *Columbia College Chicago* and Gloria McDaniel-Hall, *National Louis University*

Implementation of new, mandated standards or ways of incorporating culturally responsive teaching or DEI methodologies can be met with different reactions, including fear of the unknown and the uncomfortable. In this presentation, the facilitators share how they have and continue to be engaged in taking on the



challenge of addressing the unknown and the uncomfortable within themselves, in their journey to incorporate the State of Illinois' Culturally Responsive Teaching and Leading (CRTL) Standards. Dr. Shawn Ginwright's Four Pivots are offered as a framework for doing this difficult work. The presentation will end with a call for commitment to action for more such reflective work to be done as part of the efforts in higher education to make culturally responsive introspection and strategies integral components of self-discovery and reflective teaching.

Room: Bayside A | For all attendees

DIVERSITY, EQUITY, AND INCLUSION

Advisory Board Session Code-Switching through the Collegiate Experience: The Post-Secondary Educator's Role in Supporting Minority Students' Identity

LaQue Thornton Perkins, Saint Leo University and Sheretta Hopson, Lindsey Wilson College

Racial code-switching is a phenomenon that is generally associated with minority groups' adjusting their authentic self-presentation and other behaviors in the workplace to avoid the stereotypical perceptions associated with race. By doing so, minority groups yield their cultural norms and attributes and mirror the more dominant groups' norms/attributes to appear more professional, more educated, and more equipped for leadership roles within the workplace. Some studies have shown that racial code-switching can be influenced by scholastic experiences, participants in this session will be exposed to the origins of the phenomenon, methods that can be utilized during the collegiate experience to support minority students' identity, and the role that post-secondary educators may fill in preparing their minority students for success in the working environment while maintaining their racial and cultural authenticity.

Room: Borgne | For all attendees

FOR MID-CAREER FACULTY

Faculty Professional Development Activities Using Your LMS

Marisa Fordunski, Plaza College

This session focuses on enhancing the organization, delivery, and tracking of professional development activities at small to medium-sized higher education institutions. Participants will explore how to effectively utilize their institution's Learning Management System (LMS) to achieve these goals. This session will demonstrate how to use Canvas course modules as a means of categorizing Magna Digital Library topics; provide in-module active links that lead to specific library videos; and post in-module discussion questions for faculty engagement. Attendees will also learn how to track participation and completion by accessing certificates, and how to provide direct links to field-of-study and virtual faculty roundtables on topics such as DEI and Bloom's Taxonomy. By the end of the session, faculty and administrators

will be equipped with actionable insights and tools to optimize their professional development initiatives with Magna Digital Library.

Room: Nottoway | For all attendees

FOR NEW FACULTY

The New Science of Learning: Using Tech to Promote Durable and Transferable Learning

Amanda Maknyik and Tanya Wakelin, Durham College

This session explores interweaving technology and the science of learning to enhance durable and transferable learning. Tools such as digital interactives, immersive simulations, and generative artificial intelligence can create engaging and personalized learning experiences that promote long-term retention and application of knowledge. Participants will gain insights into the principles of memory creation, explore evidence-based strategies to promote durable learning and investigate ways to leverage technology effectively in the learning environment. Key takeaways include the importance of aligning technology with the science of learning to foster durable and transferrable learning; strategies for incorporating engaging technology tools; and practical applications to enhance teaching practices and create impactful learning experiences for college students.

Room: Oak Alley | For all attendees

PREPARING YOUR COURSE

Using Concept Mapping and Storyboards to Plan Your Courses

Rebecca Potter, DesignerRN

In this session, attendees will engage in a discussion about the use of concept mapping and storyboarding when planning a course. Concept mapping helps articulate the big picture of the course. Discussion will include ways to convey the need, design, and development process. Storyboarding keeps the course development aligned and consistent. This session will discuss successful ways the presenter and audience have experienced storyboarding. Enjoy effective and efficient course planning by utilizing concept mapping and storyboarding.

Room: Bayside BC | For all attendees

STUDENT ENGAGEMENT

Foundations for Success: Defining Critical Teaching Behaviors for Student Learning

Lauren Barbeau, Georgia Institute of Technology

As teachers, student learning is our goal. While we cannot guarantee this outcome, research on teaching and learning offers insight into what we can do to support student success. Staying current on this research, however, is time consuming and can



be overwhelming. Critical Teaching Behaviors (CTBs) prepare instructors to foster student success by providing foundational knowledge of effective teaching practices and ideas for their implementation. Grounded in the fundamental assumption that teaching success is at the core of student success, session participants will use the CTB framework to reflect on their current instructional practices and pedagogical areas of interest to identify strategies they can implement to promote student learning while reinvigorating their teaching.

Room: Maurepas | For all attendees

STUDENT ENGAGEMENT

Low-to-No Prep Student Engagement Activities

Jennifer Merrill, Skyline College

Do you want your students to actively engage with course material, but don't have the extra bandwidth to create or prepare activities? Then this session is for you! I will share eight (8) quick prep activities that can be easily incorporated into most courses to increase student engagement, activate learning, and create a sense of community. Take your teaching to the next level with minimal investment and maximum benefits for your students!

Room: Grand Ballroom D/E Specific to in-person teaching | For all attendees

THE ONLINE CLASSROOM

Backward Design Your Online Discussions

Tom Cantu, Montgomery College

Online courses sometimes seem formulaic: read the book, take the quiz, submit your assignment, oh... and post in the discussion. This interactive session will guide participants through a process of backward design to identify key components including course and curriculum goals; discipline thinking as it is represented in their course; and the knowledge, skills, and attitudes embedded in the final exam, final paper, or final project. Participants will then use that information to craft engaging discussion activities that serve as scaffolding, preparing students all semester long for the performance required on the final assessment. This approach re-creates "the classroom experience" bringing the discussions front and center in the course to intentionally re-create a professor's favorite teachable moments.

Room: Grand Ballroom A | For all attendees

THE ONLINE CLASSROOM

My Dog Ate My Computer! Compassion Fatigue and Online Students

Tirizia York, Galveston College

Participants will learn strategies for coping with the pressures of burnout and compassion fatigue based on the latest research and discover ways to manage the stress as an educator, mentor, and advisor in the online teaching environment.

Room: Grand Chenier For all attendees

11:30 AM-12:45 PM

PLENARY PRESENTATION

Teaching in the Age of Al: Rethinking Pedagogy and Curriculum in Service to Student Learning

C. Edward Watson, American Association of Colleges and Universities (AAC&U)

Generative AI tools, such as ChatGPT, Claude, Gemini, and others, are changing the ways we learn, work, think, and create. This evolution has resulted in new challenges and opportunities for those in educational settings. Initially, the concern for many in higher education was how students might use these tools to complete assignments; however, a much more complex and daunting challenge has emerged as AI's is now being leveraged across a wide array of career paths. In this new context, how do we ensure our students continue to learn our course content, and how do we best prepare our students for the life that awaits them beyond graduation?

Drawing from the presenter's new book, Teaching with AI: A Practical Guide to a New Era of Human Learning (Johns Hopkins University Press), this presentation explores the evolving AI landscape and detail the companion challenges and opportunities that are emerging for higher education. The core focus of this session will be on concrete approaches and strategies you can adopt, both within the classroom and across larger curricular structures, to best prepare students for the life that awaits them after they leave your institution. Teaching with AI, rethinking assignments, revising our approaches to academic integrity, and fostering AI literacy (a new essential learning outcome for all college students) will be among the topics explored during this closing plenary presentation.

Room: Napoleon Ballroom | For all attendees

12:45-1:30 PM

LUNCH

Please feel free to eat your boxed lunch in the ballroom or grab and go. Boxes include a sandwich, chips, and creole potato salad, and a cookie. Special meals are packed (vegetarian, vegan, gluten free, etc.) for those who requested them.

Room: Napoleon Ballroom | For all attendees



EXHIBITORS

HOURS - Friday: 4:00-8:00 PM | Saturday: 8:00 AM-4:00 PM | Sunday: 8:00 AM-12:00 PM

Exhibitor tables and resources will be on display in the Napoleon Foyer on the 3rd Floor. We encourage attendees to stop by to see what is available between sessions, or during meals and the reception.



At **CreactivityHub**, where education meets innovation, we are excited to introduce our online platform, where active learning takes center stage! We offer a curated range of

materials to boost engagement, from interactive exercises to real-world case studies. Professors can securely upload and manage content while retaining copyrights, ensuring a protected space for student learning. Join us in this transformative journey, empowering students to shape their own learning experience. creactivityhub.com



The **Case Centre** is the independent home of the case method. A not-for-profit organization and registered charity, we advance the case method

worldwide to inspire and transform business education across the globe. Access to the best management cases, articles, book chapters and instructor materials available worldwide is provided at www.thecasecentre.org, and includes facilities to search, preview and purchase for instant download. The Case Centre also offers many services to support the writing and teaching of cases including training, scholarships, awards and materials on the case method. The Case Centre's distribution service allows authors to make their cases available to a global audience.



Faculty Focus through its free e-newsletter and dedicated website publishes articles on effective teaching strategies for the college classroom—face-to-face, online, blended, and flipped. facultyfocus.com



Magna Publications serves the higher education community with products that support faculty and staff development. <u>magnapubs.com</u>



The Teaching Professor Membership is an annual membership that reflects the changing needs of today's college faculty and the students they teach. This online publication

includes meaningful articles and practical, evidence-based insights about teaching and learning. <u>TeachingProfessor.com</u>



Leadership in Higher Education Conference

October 10-12, 2024 | Orlando, FL

To excel in your leadership responsibilities at your school, join other like-minded colleagues to explore the groundbreaking strategies, influential trends, and best practices that define effective leadership at the college and university levels today.

www.AcademicLeadershipConference.com



Teaching Professor Online Conference

Live Conference: October 22–24, 2024 On-demand: October 25–January 31, 2025

An online conference experience that will truly transform how you teach and how your students learn. Be a part of the conference committed to bringing practical teaching ideas, research, and methods.

www. Teaching Professor Online Conference.com



The Teaching Professor Conference

June 6-8 2025 | Washington D.C.

Join educators with a passion for teaching to explore the latest pedagogical research, network with like-minded teachers, and discuss the state of today's changing classroom.

www.TeachingProfessorConference.com



TOP 5 TIPS FOR NETWORKING

Networking at a conference can be a valuable opportunity to meet new people, establish connections, and expand your professional network. Here are five tips to help you make the most of your networking experience:

1. BE PREPARED AND SET CLEAR GOALS

Before attending the conference, identify your goals and objectives for networking. Determine the type of professionals you want to connect with, specific information or advice you seek, or potential collaborations you're interested in. Having a clear plan will help you focus your efforts and make meaningful connections.

2. APPROACH WITH A GENUINE AND FRIENDLY ATTITUDE

When initiating conversations, be approachable and friendly. Smile, maintain eye contact, and introduce yourself with confidence. Show genuine interest in the other person and actively listen to what they have to say. Networking is about building relationships, so make a positive impression by being authentic and friendly.

3. HAVE A CONCISE ELEVATOR PITCH

Prepare a brief, compelling introduction that highlights your background, skills, and interests. This elevator pitch should be concise, engaging, and tailored to the context of the conference. It helps to make a strong initial impression and gives others a clear understanding of who you are and what you bring to the table.

4. BE A GOOD LISTENER AND ASK THOUGHTFUL QUESTIONS

Engage in meaningful conversations by actively listening to the other person. Ask open-ended questions that demonstrate your interest in their work or experiences. This approach not only helps you learn more about them but also encourages them to open up and feel valued in the conversation. Remember, networking is a two-way street, so aim for balanced exchanges.

5. FOLLOW UP AND NURTURE RELATIONSHIPS

After the conference, take the initiative to follow up with the individuals you connected with. Send personalized emails or LinkedIn messages, expressing your gratitude for the conversation and mentioning something specific that you discussed. Maintain regular contact with your network by sharing relevant resources, attending industry events, or scheduling follow-up meetings. Nurturing these relationships over time can lead to collaborations, career opportunities, or valuable professional advice.

Remember, networking is about building mutually beneficial relationships, so strive to contribute value and foster genuine connections.

CONVERSATION STARTERS

- Is this your first Teaching Professor Conference?
- What did you think of that last speaker?
- What sessions are you thinking of going to? I thought [name of session] looked interesting.
- What do you enjoy most about teaching conferences?
- What have been the best things you've learned here so far?
- Which of the speakers has been most enjoyable for you so far?
- Have you been to New Orleans before
- Have you been able to do anything fun outside the hotel yet? Do you have plans for any fun activities while you're in town?
- What is your biggest classroom challenge right now?



MAKING THE MOST OF YOUR CONFERENCE EXPERIENCE

UTILIZE ADVISORY BOARD MEMBERS AND AMBASSADORS

They have years of experience attending the conference and can offer tips and suggestions from their perspectives as presenters and attendees. They can offer a wealth of knowledge on the conference, act as a liaison between conference attendees and staff, and are welcoming to anyone looking for someone to sit with at meals.

ATTEND WITH PURPOSE

Write down 3 to 4 high level objectives you hope to achieve and pay attention to whether you are making progress towards them throughout the event. Also, jot down some concrete objectives you hope to achieve in each session along with questions you may want to ask.

CHOOSE THE RIGHT SESSIONS

Set a goal for what you'd like to learn at the conference and use the schedule/agenda to devise a plan specifically tailored to that goal. Make sure to attend a range of topics, skill-building sessions, and social events.

If you find yourself in a session that isn't quite what you thought it was going to be, we encourage you to leave and go to a different one that better meets your goals. We want attendees to get the most out of all that's available.

REMEMBER WHAT YOU LEARN

Collect your notes and information in a way that makes it easy to access when you return to the office. Write down the three key takeaways for each session you attend and any follow-up you want to do on the topic.

CONNECT WITH THE SPEAKERS

Presenters at The Teaching Professor Conference are knowledgeable and collaborative. Don't be afraid to ask questions or hang around after a session to say hello, tell them you loved the presentation, and grab their business cards. If you don't get a chance to ask your question in person, you can always follow up by asking them via email or on social media.

NETWORK, NETWORK, NETWORK

Whether it's in a formal networking session, in between sessions, during a meal, or exploring the city in the evening, make sure to speak with the other attendees and presenters. Exchange business cards, connect on social media, and chat in person.

Pro Tip: After speaking with someone who you meet, jot down some key points while they're still fresh to help remember who they are/ what to follow up on. When we write things down, it helps us retain more information as the act itself triggers a higher degree of concentration.

KNOW THE SPACE

Familiarize yourself with the conference space by looking over the floorplan. When you know where things are and where you're going, it's easier to relax, focus on learning, and meet people.

CONNECT ON SOCIAL/USE THE EVENT HASHTAG

Searching the conference hashtag is a great way to find out who else is at the conference and learn about sessions that might not otherwise catch your eye. Live-tweeting the conference is a way to connect with other attendees, discuss sessions in real time, and share tips with other attendees and information with people who weren't able to attend. This is also a great tool for introverts to feel connected. #TPC24.

MAKE YOUR OWN MEETUP

Everyone wants to socialize, but few are willing to take the lead. Nearly everyone needs to eat and wants to make new friends over drinks, they just need an invite or a nudge. Try to set yourself up with a plan early in the day: ask people you meet in sessions what their plans are. Tell those you connect with to meet at a set time in the lobby and walk to a nearby restaurant for dinner. It's an easy plan, easy to remember and low commitment.



NOTES	



NOTES	