



JUNE 1-3, 2018 • ATLANTA, GEORGIA

SCHEDULE-AT-A-GLANCE

FRIDAY, JUNE 1

7:30–8:30 am	Registration Open Morning Preconference Workshops Only, The Overlook, 6th Floor
8:30 am–8:00 pm	Registration Open to all Participants The Overlook, 6th Floor
8:30 am–Noon	Preconference Workshop: Large-section Classes: Structuring, Grading, Engaging, and Connecting with Students (<i>Registration and Fee Required</i>) Augusta GH, 7th Floor
8:30 am–Noon	Preconference Workshop: Assignments: Revisiting Details that Make a Difference (<i>Registration and Fee Required</i>) Augusta AB, 7th Floor
8:30 am–Noon	Preconference Workshop: Laying the Foundation for Meaningful Conversations About Diversity (<i>Registration and Fee Required</i>) Peachtree Room, 8th Floor
8:30 am–Noon	Preconference Workshop: Faculty Are Learners Too: How Learning Principles Can Inform Professional Development (<i>Registration and Fee Required</i>) Augusta EF, 7th Floor
10:00 am–8:00 pm	Exhibitor Displays Open 8th Floor Terrace
1:00–4:00 pm	Preconference Workshop: Circles of Innovation: Bricks, Clicks and Teacher Tricks (<i>Registration and Fee Required</i>) Augusta GH, 7th Floor
1:00–4:00 pm	Preconference Workshop: Teaching and Learning in Professional Programs: Exploring the Challenges, Opportunities & Best Practices (<i>Registration and Fee Required</i>) Augusta CD, 7th Floor
1:00–4:00 pm	Preconference Workshop: Facilitating Meaningful Conversations About Diversity (<i>Registration and Fee Required</i>) Peachtree Room, 8th Floor
1:00–4:00 pm	Preconference Workshop: Supporting Faculty Through Online Educational Development (<i>Registration and Fee Required</i>) Augusta EF, 7th Floor
3:00–8:00 pm	Poster Sessions 8th Floor Terrace
3:30–4:30 pm	Sponsored Session: Implementing Results-driven Faculty Development Initiatives with Measurable Impacts and Outcomes, APL nextED, Augusta AB, 7th Floor
5:00–5:15 pm	Conference Welcome Peachtree Ballroom, 8th Floor
5:15–6:30 pm	Opening Plenary Session: Teaching and Learning: Lost in a Buzzword Wasteland, Peachtree Ballroom, 8th Floor
6:30–8:30 pm	Reception, Poster Sessions, and Exhibitor Mingle 8th Floor Terrace
8:00 pm	Dinner and Evening on Your Own

SATURDAY, JUNE 2

7:30 am–2:00 pm	Registration Open The Overlook, 6th Floor
7:30–8:30 am	Continental Breakfast Augusta Conference Center, 7th Floor
8:00 am–5:00 pm	Exhibitor Displays Open Augusta Conference Center, 7th Floor
8:30–8:45 am	Break
8:45–9:45 am	Concurrent Sessions
9:45–10:15 am	Regroup and Reflection Time
10:15–11:15 am	Concurrent Sessions
11:15–11:30 am	Break
11:30 am–12:30 pm	Lunch Augusta Conference Center, 7th Floor
12:30–12:45 pm	Break
12:45–1:45 pm	Concurrent Sessions
1:45–2:15 pm	Regroup and Reflection Time
2:15–3:15 pm	Concurrent Sessions
3:15–3:45 pm	Regroup and Reflection Time
3:45–4:45 pm	Concurrent Sessions
4:45 pm	Dinner and Evening on Your Own

SUNDAY, JUNE 3

7:30 am–Noon	Registration Open The Overlook, 6th Floor
7:30–8:30 am	Continental Breakfast Augusta Conference Center, 7th Floor
8:30–9:30 am	Concurrent Sessions
9:30–9:45 am	Break
9:45–10:45 am	Concurrent Sessions
10:45–11:00 am	Break
11:00 am–Noon	Closing Plenary Session: Make Every Day a Good Teaching Day: How Communication Research Can Help, Peachtree Ballroom, 8th Floor
Noon–1:00 pm	Lunch Augusta Conference Center, 7th Floor
1:00 pm	Conference Adjourns

POSTER SESSIONS

FRIDAY, JUNE 1

3:00–8:00 pm

8th Floor Terrace

An Evidence-Based Approach to Blended Course Design for Professional Learning

Sophia Stone, Duke University

Are You Ready to Go Live? Utilizing Synchronous Tools and Managing Live Interactions

Pei-Ju Liu, Mingsheng Dai, Central Michigan University

Are Your Students Flipping Prepared?

Amanda Anderson, Iowa State University

Classroom Movement and Engagement Among College Students

Hildi Nicksic and Michael Alexander, Texas A&M University

DEEP Development Planning

Steve Allen, University of North America

Engaging in SoTL to Understand the First-Year Experience

Michele Everett, Coastal Carolina University

Exit Slips: Feedback, Formative, and Fulfilling

Joyce Laben, Northern Illinois University

Experiencing Peer Assessment Among Second-year Medical Students

Leslie Solomonian, Canadian College of Naturopathic Medicine

Faculty Development for the Online Environment—A Collaborative Approach

Janet Staker Woerner, University of Wisconsin – Madison

Faculty-Lead Professional Development

Lindy Stewart and Sandra Bailey, Oregon Institute of Technology

Gaming in the Classroom: Annual St. Patrick's Day Exam Review

Mary Lee Jacobson and Cynthia Powers, Union University

Hacking New Faculty Training: A Multimodal Pathway

Mary Hennessey and Brian Danielson, Slippery Rock University

How to Teach Writing Without Killing Yourself

Eszter Trufan, University of Houston Downtown

I'm So Excited! Using an Interactive Syllabus Before Class Begins

Kimberly Coleman, Morgan State University

Image-based Inquiry: The Impact of Students' ADA awareness

Charles Ford, Samford University

Key Elements For Designing Class Projects That Work

Jeff Lynn, Slippery Rock University

Mastering Biology as a Tool for Engagement in Student Learning and Growth

Noelle Cutter, Molloy College

Present! Live Classroom Attendance Matters; How You Attend Does Not

Stephanie Nesbitt, Utica College

POSTER SESSIONS, CONTINUED

Reach and Teach: Enhancing Pedagogy With Mobile Technology and MicroLearning

Dan French and Leisa Morrison-Goal, Mercy College of Ohio

Removing the Grade: Promoting Learning through Experience

Courtney Lewis, Eastern Michigan University

Saying Yes to the Community: Engaging Public Health Students

Brenda Soto-Torres, Ponce Health Sciences University

Student Perceptions of Instructor Ability and Authority Influence Academic Performance

Janet Genz, University of West Georgia

Student Skills for Success: Academic Integrity

Alice Schmidt Hanbidge, Kyle Scholz, and Amanda McKenzie, University of Waterloo and Tony Tin Renison, University College

Student Success through Technology, Flipping, Multiple Intelligence Theory Based Assessments

Willie D. Davis Jr., Lansing Community College

Supporting Underrepresented Students in STEM through Peer Supplemental Instruction

Chantelle Anfuso, Cindy Achat-Mendes, Judy Awong-Taylor, Jennifer Hurst-Kennedy, Katherine Pinzon, Benjamin Shepler, Rashad Simmons, Georgia Gwinnett College

Teaching Doctoral Students How to Use Technology

Connie Barbour, University of West Georgia

Teaching with Disruptive Technologies: The Balance of Power

Melissa Hortman, Medical University of South Carolina

The Impact of Metacognition on Efficacy, Responsibility, and Learning Strategies

Teresa Neal, Kennesaw State University

The One-Sentence Lesson Plan

Norman Eng, City College of New York, City University of New York

To Think or Not to Think? What is Your Answer?

Regina Smick-Attisano, University of New Hampshire

Using Curriculum Mapping for New Faculty and Program Development

Ellen Berger Rainville and Justin Eck, Western New England University

CONFERENCE PROGRAM

The Teaching Professor Annual Conference represents the best thinking on issues related to teaching and learning today. Our interactive sessions engage and inform attendees in nine categories, designated at the beginning of each session listing.

LEARNER-CENTERED COURSE DESIGN

Learner-centered courses are those that an instructor designs and facilitates around student learning needs. Learner-centered teaching strategies promote student responsibility for learning, critical thinking, reflection, collaboration, and motivation. Becoming more learner-centered may require a teacher to develop new assumptions about what it means to teach as well as alternative instructional strategies. Sessions in this track focus on supporting attendees in becoming more student-centered in the way they design and teach their courses.

STUDENT ENGAGEMENT

Years of research tell us unequivocally that engaged students learn more than disengaged students. Yet, many teachers misunderstand what engagement really is—confusing it with oral participation, for instance. In actuality, engagement is a multidimensional construct (and oral participation may be a very minor indicator of it). Sessions in this track focus on instructional strategies (e.g., assignments, in-class activities, discussion prompts, assessments, teacher communication) that promote one or all of the dimensions of student engagement: behavioral engagement; emotional engagement; and cognitive engagement.

TEACHING SPECIFIC TYPES OF STUDENTS

Although most Teaching Professor Conference sessions are aimed at diverse audiences that teach in a wide variety of disciplines and institutional types, some learner populations have unique and specific needs. For example, students in some professional studies (e.g., nursing, law, accounting) are preparing for high stakes certifications or board exams. First generation college students may lack family support or reinforcement for success in college. Any student group that perceives itself to be a minority on campus or in the community may face learning challenges. Sessions in this track focus on issues of concern to teachers who may work with any unique population, and offer strategies and innovative ideas for supporting these students.

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED

For a variety of reasons, semester after semester and year after year, teachers often rely on repertoire of course-specific practices and general instructional strategies that work for them and their students—until they don't. Teachers get bored, students and their needs and preferences change. And as teachers acquire tenure, status, and experience, they may feel free to take more risks and be increasingly innovative. Sessions in this track focus on ideas for supporting mid- and later-career faculty in making positive changes that will invigorate and refresh their teaching.

NEW FACULTY

New faculty have a unique set of needs and concerns as they develop an appropriate teaching philosophy; build credibility with students and peers; and learn a repertoire of teaching

strategies that are effective in building student engagement, motivation, and learning. Yet academic units take risks when placing new graduate students, assistant professors, or adjunct faculty with experience (but little or no teaching experience) in the classroom. Sessions in this track focus on these concerns surrounding new faculty. They are aimed at the new teachers themselves, or colleagues and administrators responsible for supporting and mentoring new faculty.

TEACHING AND LEARNING WITH TECHNOLOGY

We are living and teaching in the digital age, and technology has the power to infuse our courses with information, interactivity, and innovation. At the same time, it can overwhelm and confuse both teachers and students. Sessions in this track focus on the effective use of teaching and communication technologies in courses. Presenters discuss unique use of specific technologies, general strategies for making sure that technology supports teaching and learning about our content, student preferences and needs relevant to technology, knowing when traditional face-to-face strategies are still best, or selecting the right medium or application for the learning task.

GRADING AND FEEDBACK THAT PROMOTES LEARNING

Some of the best teachers and communicators struggle to give useful feedback that students will value and use. Effective grading practices and feedback keep students engaged and confident, and promote their mastery and deep learning. However, students often ignore or resist our feedback, and lose confidence and motivation. Sessions in this track focus on grading practices and strategies for delivering specific, constructive, timely feedback that promotes students' positive attitudes toward our course content and eventual accomplishment of intended learning outcomes.

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

In addition to being great teachers, many of our Teaching Professor Conference attendees are doing innovative research on teaching and learning, using a variety of methodologies and focusing on a wide range of learner populations and educational contexts. This conference track focuses on the conceptualization, design, and results of research the presenters have conducted on any aspect of teaching and learning.



NEW THIS YEAR: FACULTY DEVELOPMENT

Having qualified and inspired academic faculty is a must in higher education. This year, we have developed two dedicated pre-conference workshops, 14 concurrent sessions, and one sponsored session specifically for faculty developers looking for effective new ways to foster and promote instructional growth and innovation on their campus. If you're a faculty developer looking for new innovative approaches to foster the growth of instructional faculty at the institutional or unit level, these sessions are for you.

FRIDAY, JUNE 1

7:30-8:30 am

Registration Open—Morning Preconference Workshop Participants Only

The Overlook, 6th Floor

Registration is open for those registered for one of the preconference workshops taking place on Friday morning.

8:30 am-8:00 pm

Registration Open—All Participants

The Overlook, 6th Floor

Registration is open to all participants.

8:30 am-Noon

Preconference Workshop: Registration and Fee Required

Large-section Classes: Structuring, Grading, Engaging, and Connecting with Students

Anthony Sweat, assistant professor, Brigham Young University
Augusta GH, 7th Floor

Teaching classes with large student enrollments is a necessity for many college and university instructors. However, large classes present inherent challenges that often aren't addressed in typical research literature and teacher training. For example, how do we invite active learning into large lecture halls or auditoriums? How do we grade hundreds of students effectively but also efficiently? How do we personally connect with and create rapport among students we may never meet due to the masses? How do we structure our courses to minimize hundreds of emails and maximize self-directed learning? As a professor who typically teaches 2,500 students per year, Sweat proposes methods to help solve the unique difficulties created by large enrollment courses.

Learning goals:

- Enhance active learning in large class settings through the "Know, Feel, and Do" model
- Build strategies to personally connect with students in large classes
- Explore efficient grading methods to provide student feedback in large classes
- Structure an efficient, self-directed large-section class

8:30 am-Noon

Preconference Workshop: Registration and Fee Required

Assignments: Revisiting Details that Make a Difference

Carl R. Lovitt, professor emeritus, Connecticut State Colleges and Universities and Maryellen Weimer, editor, *The Teaching Professor* newsletter, professor emerita, Penn State Berks
Augusta AB, 7th Floor

Every course has assignments. Generally students think of them as things teachers make them do. Generally teachers think of them as demonstrations of what students know and can do. Both teachers and students need to think of them more as learning experiences. Good assignments engage students with the content and require use of important learning skills. Unfortunately, not all assignments accomplish those objectives. Good assignments can be completed poorly and are regularly by students who don't care about the course or leaning. But sometimes the problem is the assignment—they too can get in the way of learning. Assignments are easy to recycle and many are, until they reach the point of being old and tired. Moreover, there's a tendency to rely on the similar assignment formats regardless of the disciplines or course levels. Students often do the same kinds of assignments in introductory surveys and capstones in the major. How fresh, interesting and creative are the assignments in your courses? This workshop takes a look at assignments, exploring the implications of considering them learning experiences. It offers a chance to revisit some of the details that enhance their learning potential, such as how they're described. Can assignments be designed so they motivate students to devote time and energy to their completion? What design details make a difference when the assignment has students working in groups? What about some new, creative options for writing assignments? And finally, there's the issue of what kind of learning an assignment promotes. Would you give students an assignment they hate if the learning that resulted was transformative?

Learning goals:

- Be able to think more clearly about assignments as learning experiences and have ideas for enhancing the learning potential of assignments
- Understand how design details influence the learning that occurs when students complete and assignment
- Be motivated to revisit and possibly revise their collection of assignments

8:30 am–Noon

Preconference Workshop: Registration and Fee Required

Laying the Foundation for Meaningful Conversations About Diversity

Tasha Souza, associate director for the Center for Teaching and Learning and professor, Boise State University and Tolulope Noah, assistant professor of liberal studies/undergraduate education K-8, Azusa Pacific University

Peachtree Room, 8th Floor

In this interactive workshop, participants will learn how to lay the foundation for meaningful conversations about diversity in the classroom setting. The workshop will address strategies for building trust and rapport amongst students, encouraging openness to dialogue, and establishing group agreements. In addition, participants will explore activities that can be used to help students unpack their personal identities, biases, and privileges. This is a stand-alone workshop. Participants should also consider the afternoon session for facilitating difficult dialogue and managing “hot” moments.

Learning goal:

- Participants will leave the workshop with practical tools they can use to foster a supportive classroom environment where students are more open to engage in dialogue about diversity.

8:30 am–Noon

Preconference Workshop: Registration and Fee Required



Faculty Are Learners Too: How Learning Principles Can Inform Professional Development

Amy B. Mulnix, founding director of the Faculty Center at Franklin and Marshall College

Augusta EF, 7th Floor

This preconference workshop will highlight six learning principles and explore how they can be embedded in faculty development activities from workshops to learning communities to individual consultations. By focusing on the principles at the foundation of learning (e.g., knowledge is constructed, practice with feedback enhances learning), faculty developers can help faculty apply what they are learning to a wide variety of circumstances. Like their students, they too can move successfully beyond the content of introductory courses to become independent and creative practitioners.

Learning goals:

- List and define six learning principles that are relevant to your work
- Analyze barriers to successful programming through the lens of learning principles
- Apply learning principles to think strategically about programs

10:00 am–8:00 pm

Exhibitor Displays Open

8th Floor Terrace

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

1:00–4:30 pm

Preconference Workshop: Registration and Fee Required

Circles of Innovation: Bricks, Clicks and Teacher Tricks

James May, faculty fellow for innovation and technology, Valencia College and Sharon May, professor new student experience, Valencia College

Augusta GH, 7th Floor

This interactive, hands-on preconference workshop highlights a variety of techniques designed to leverage bricks (brick and mortar best practices), clicks (cutting-edge digital tools), and teacher tricks (best practices from game theory, brain science, and viral learning). Learn new methods to keep your teaching fresh and invigorate today’s learners. The presenters discuss digital and pedagogical shifts and the needs and expectations of learners in the twenty-first century. They share a wide variety of face-to-face classroom and online engagement and communication techniques and resources that you can add to your bag of tricks for your own classroom.

Learning goals:

- Build creative confidence and identify discipline agnostic ideation strategies
- Discover 21st Century communication strategies for enhancing connections with Generation C
- Examine best practices for making learning go viral
- Discuss bricks, clicks, and teacher tricks for elevating instruction both in the classroom and online
- Employ a variety of active learning strategies that galvanize student learning

1:00–4:30 pm

Preconference Workshop: Registration and Fee Required

Teaching and Learning in Professional Programs: Exploring the Challenges, Opportunities & Best Practices

Lolita Paff, associate professor, Penn State Berks and Olive Yonge, vice dean and professor, University of Alberta

Augusta CD, 7th Floor

Content knowledge is critical for any course or program. Faculty and administrators invest significant time coordinating disciplinary content and designing courses that promote learning and build competencies. A frequent measure of professional program effectiveness is successful completion of licensing exams and other certifications. These high stakes exams force faculty to focus content coverage and professional skill development, even though most who teach in these programs also aspire to develop the learning skills students need for ongoing career development. This interactive workshop is an opportunity to

explore and discuss challenges unique to professional programs: test anxiety caused by high stakes exit exams; faculty pressure resulting from program reputation in part dependent on exit exam performance; the need within tight time frames to teach content, develop professional skills, and cultivate professional behavior; and staff delivering the programs who have the skills and content knowledge but no teaching experience and no experience in academic teaching environments. This is a chance for teachers and program leaders to pause and consider the many details related to teaching and learning in professional programs. This workshop presents a unique occasion to explore the similarities and differences, opportunities and challenges faced by educators from a range of professional disciplines. Our goal is for participants to leave with new ideas and practical strategies gleaned from others who share this challenging teaching assignment.

Learning goals:

- Initiate dialogue to clarify goals, identify barriers, and explore opportunities
- Understand the relationships between technical skills, theory and learning
- Advocate for new approaches and strategies

1:00–4:30 pm

Preconference Workshop: Registration and Fee Required

Facilitating Meaningful Conversations About Diversity

Tolulope Noah, assistant professor of liberal studies/undergraduate education K-8, Azusa Pacific University and Tasha Souza, associate director for the Center for Teaching and Learning and professor, Boise State University

Peachtree Room, 8th Floor

This interactive workshop, focuses on techniques for facilitating dialogue about diversity and managing hot moments that may arise in the classroom. Participants will learn what to do during and after difficult dialogues and practice communication frameworks for responding to “hot” moments. The workshop addresses strategies for responding to student resistance and microaggressions in the classroom. This is a stand-alone workshop. Participants should also consider the morning session to learn more about how personal background and bias can contribute a classroom dynamic.

Learning goal:

- By this end of this workshop, participants should be better equipped to facilitate and navigate difficult dialogues about diversity in the classroom setting

1:00–4:30 pm

Preconference Workshop: Registration and Fee Required



Supporting Faculty Through Online Educational Development

Josie Baudier, Center for Excellence in Teaching and Learning instructional designer and part-time instructor, Kennesaw State University and Traci Stromie, Center for Excellence in Teaching and Learning instructional designer and part-time instructor, Kennesaw State University

Augusta EF, 7th Floor

In order to reach instructors who cannot come to campus for traditional educational development experiences, faculty developers can create learning opportunities using online delivery models to meet the needs of their faculty. Whether faculty are part-time instructors, online instructors, or just have demanding schedules, offering variations to the traditional one-hour face-to-face workshop can help extend support to all. In this preconference workshop, faculty developers will examine the research supporting alternative delivery modalities, explore technologies, and create a plan for inclusive faculty development opportunities.

In this session, participants will:

- Investigate research-based online delivery models
- Explore new technologies and engagement tools to support active learning in online faculty development
- Create a plan for educational development opportunities by using the Backward Design model, considering campus culture and faculty needs that align to university and center goals

3:00–8:00 pm

Poster Sessions

8th Floor Terrace

See pages 3-4 for poster session titles.

3:30–4:30 pm

FACULTY DEVELOPMENT

Sponsored Session: Implementing Results-driven Faculty Development Initiatives with Measurable Impacts and Outcomes

Kathleen Gibson, APL nextED

Augusta AB, 7th Floor

Faculty development initiatives with measurable impacts and outcomes help faculty developers and academic leaders make data-inspired decisions for the benefit faculty and students. Although many institutions have strong faculty development programs, few are measuring outcomes and results. APL nextED provides a platform for assigning and delivering faculty development courses, tracking faculty progress towards completion, and measuring and reporting outcomes such as competencies earned and hours completed. The APL nextED online faculty development courses and guided curriculum are from Magna Publications. In this session, learn more about how a data-driven faculty management solution can help focus faculty development initiatives, earn micro credentials and certifications, and improve student academic success.

5:00–5:15 pm

Conference Welcome

Karin Van Voorhees, content development manager, Magna Publications and Maryellen Weimer, editor, *The Teaching Professor* newsletter and professor emerita, Penn State Berks
Peachtree Ballroom, 8th Floor

SATURDAY, JUNE 2

7:30 am–2:00 pm

Registration Open

The Overlook, 6th Floor

7:30–8:30 am

Continental Breakfast

Augusta Conference Center, 7th Floor

8:00 am–5:00 pm

Exhibitor Displays Open

Augusta Conference Center, 7th Floor

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

5:15–6:30 pm

Opening Plenary Session

Teaching and Learning: Lost in a Buzzword Wasteland

Stephen L. Chew, professor and chair of psychology, Samford University

Peachtree Ballroom, 8th Floor

Teaching is currently dominated by fads and buzzwords, with the result that teaching practice changes often but rarely makes progress in terms of improving student learning. Chew proposes that the remedy to this situation is a theory of teaching and learning that can both act as a framework for learning research and mediate pedagogical applications for teachers. In this plenary presentation, he will demonstrate key components of such a framework and show how it can be used by both researchers and practitioners.

6:30–8:30 pm

Reception, Poster Sessions, and Exhibitor Mingle 8th Floor Terrace

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

8:00 pm

Dinner and evening on your own.

8:30–8:45 am

Break

8:45–9:45 am

LEARNING-CENTERED COURSE DESIGN

A Beautiful Mind: Critical Thinking in the Arts and Humanities

W. Mick Charney, Kansas State University

Augusta EF, 7th Floor

While STEM courses are solidly grounded in the mindful acts of critical thinking, an appreciation of the arts and humanities is often cloaked in intuitive speculation, personal taste, or emotion—an “art is in the eye of the beholder” mentality. This imagery-infused workshop demonstrates that the application of a broad, transdisciplinary definition of critical thinking—rigorous investigations, logical habits of mind, sound judgments—is as integral to exhaustive investigations and penetrating understandings of the creative fields as it is to any of the more

easily quantifiable disciplines. When confronted by ambiguity, context, and metaphor, a deliberate leveraging of analytical tools helps students formulate insightful critiques precisely because such vagaries constitute the foundation upon which truly consummate creations are built.

LEARNING-CENTERED COURSE DESIGN

Students in the Driver's Seat: Engaged Learning

Ronda Scarrow, Longwood University

Augusta GH, 7th Floor

Heeding current best practice, many teachers prioritize learner-centered instruction as the most effective pedagogy to achieve student learning, solve problems, make decisions, advocate, and negotiate relationships with others. The teacher who engages their student in the learning process is the teacher who encourages students to become problem solvers, and critical thinkers. The learner-centered classroom is focused on a social contract, a classroom atmosphere where the students have agency, and negotiations are made between teacher and student. Attendees can experience a learner-centered classroom and all it has to offer from engagement to assessment.

STUDENT ENGAGEMENT

Let's Get Active: Moving from Passive to Active Learning with the ICAP Framework

Justin Harbin, Lancaster Bible College

Augusta 1, 7th floor

"Active Learning" remains a popular term in education, but what does it look like? Chi and Wylie's (2014) ICAP framework provides a clear understanding of active learning through observable student behaviors. This workshop models active learning and explores what it might look like in the teaching contexts of its participants. Specifically, participants will experience each level of learning proposed by Chi and Wylie to illustrate passive and active learning strategies, and how teachers can convert learning activities from passive to active.

STUDENT ENGAGEMENT

News Literacy: Inviting Reflective Dialogue; Pushing Past Polarization

Andrea Baer and Jean Cook, University of West Georgia

Augusta 2-3, 7th Floor

Political polarization has become increasingly apparent in the past decades, while digital and media platforms exacerbate such social divisions. Many educators are thus examining how our classrooms can be constructive spaces for fostering civil dialogue and openness to diverse experiences and perspectives. Such learning environments are key to helping students to think more critically and become more informed, engaged citizens. Workshop participants will consider cognitive and affective barriers to listening to differing viewpoints and explore strategies and activities that encourage openness, curiosity, and exploration of open-ended questions.

TEACHING SPECIFIC TYPES OF STUDENTS

Not Your GPA, but Your CPA: The Role of Character in the Classroom

Linda Behrendt and Caitlin Brez, Indiana State University

Chastain HI, 6th Floor

Unsurprisingly, educators often focus on the pedagogy of teaching academic and career-focused objectives and skills. Yet, evidence is building that suggests that helping students to build character may be just as important, if not more, to their future success. In this session, we will introduce participants to different character strengths, such as curiosity and grit, and discuss the importance and value in helping to develop these skills in our students.

TEACHING SPECIFIC TYPES OF STUDENTS

Transparent Assignments to Support Diverse Learners

Tammy Barbe, Mercer University

Chastain FG, 6th Floor

Do you want to improve retention of underrepresented students? Would you like to increase your students' confidence in their ability to succeed in college? Using an evidence-based approach, you will learn how to transform existing assignments into transparent assignments and create new assignments with maximum transparency. This three-step method can be used in any classroom regardless of the instructional delivery method or class size. Transparent assignments can increase the quality of student work while decreasing the number of questions you receive from students about their assignment. The method is simple and the return on investment is immediate and profound.

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED

Keeping it Fresh: Team up with Undergraduate Course Assistants!

Annette Moore, North Carolina State University

Augusta AB, 7th Floor

Looking for a way to invigorate your teaching and engage students more? Team up with undergraduate students who have successfully completed your course. Working with Course Assistants (CAs) adds legitimacy to assignments, provides a safe person for students to engage with on course material and assignments, and supplies professors with insider information and fresh ideas. You'll hear how CAs have assisted with the introductory course as well as a junior-level service-learning course, consider ways you might engage undergraduate CAs in your courses, and get started drafting an action plan.

NEW FACULTY

New Faculty: Nine Stages of Development Toward Learner-Centered Practice

Jill Lane, Lewis and Clark Community College

Augusta CD, 7th Floor

Faculty development programs need to be designed to help faculty move beyond content expertise to become learner-centered instructors. Much of literature points to learner-centered practices as being the most effective in helping students to engage in deep learning. However, lecturing remains the dominant practice in higher education. Understanding how new faculty develop, the barriers they face, and the kind of training

they need is essential to improving teaching and learning in higher education. We will discuss carriers to moving toward learner-centered practice as well as ways to overcome those barriers.

TEACHING AND LEARNING WITH TECHNOLOGY
Increasing Student Engagement Through the Use of Technology

Amy Ballard, independent consultant
Chastain DE, 6th Floor

What is student engagement? What does it look like? How can I foster it? The answers to these questions and more, including the relevant research, will be explored in this interactive session. Participants will learn how to facilitate a learner-centered classroom and engage students in the co-construction of knowledge, using a variety of technological tools and active learning strategies to do so. Whether you teach online or face-to-face, you will leave this session with strategies you can implement immediately in your courses. From backchanneling to audience response systems to interactive videos, there is something for everyone. Bring a laptop or smartphone.

GRADING AND FEEDBACK THAT PROMOTES LEARNING
Throw Out Your Gradebook!: 3P Portfolio-Based Grading

Jen Cline and Deanna Massie, Lewis and Clark Community College
Peachtree Room, 8th Floor

In a classroom of under prepared, diverse students, designing an assessment plan that yields accurate and useful information is an enormous challenge. Imagine an assessment system in which grades are secondary, points are not counted, and students are in charge of their learning. This session includes a step-by-step implementation plan for a portfolio-based self-assessment system and a discussion about what happened when two instructors threw out their grade books. This system relies heavily on student self-assessment and evaluation in three critical areas: participation, progress, and performance. The presenters offer a philosophical session of the system while offering the practical details to implement the system.

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)
The Relationship between Written Feedback Practices and Teacher Beliefs

Sandra Vandercook, Leavell College of New Orleans Baptist Theological Seminary
Savannah A, 10th Floor

The most time-consuming aspect of teaching is responding to student papers. However, little research has been conducted to determine the relationship between teachers' written feedback practices and their beliefs about the purposes of such feedback. In this session, the presenter discusses results from a qualitative study on the relationship between teachers' beliefs and practices related to written feedback. Attendees will discuss their approaches for responding to student writing and will reflect on their beliefs about feedback to determine if those beliefs are consistent with their practices. They will also consider implications of the relationship between beliefs and practices.

FACULTY DEVELOPMENT

Faculty Development 2.0—Rethinking Our Approach

Tommy Lister, Fuller Seminary
Savannah B, 10th Floor

As higher education continues to face increased challenges and obstacles in the digital age, rethinking how we approach faculty and teacher development becomes more important. They often are asked to teach without any training or resourcing, and they are often assessed by invisible or vague rules with little to no explanation. This session is a detailed case study focusing on the faculty development strategies and the Faculty Commons model at Fuller Theological Seminary. This workshop includes aspects of training, communication, professional development, faculty care, and course quality improvement.

FACULTY DEVELOPMENT

Having an Answer to the Question: What is the Value of a Faculty Development Program?

Scott Gabriel, Viterbo University
Savannah C, 10th Floor

In a time where resources are declining in higher education and budgets are tight, it is important that faculty development programmatic efforts can be clear about the value and purpose of their work on campus. Come to this working session to explore how various institution types as well as size capture the mission of their faculty development work. Participants will work to create a 1-minute elevator pitch on why their work on campus is important and expand that sound bite to a more developed strategic plan. This session will be informed by examples from the literature, institutions as well as the insights and experiences of those in the room. By the end of the workshop, participants will be able to apply backward design principles to identify priorities of their faculty development offerings, identify possible ways to assess their faculty development programming, and construct a draft outcome based plan for their faculty development work on campus.

9:45–10:15 am

Regroup and Reflection Time

Use this time to reflect on what you've learned and prepare for your next session.

10:15–11:15 am

LEARNING-CENTERED COURSE DESIGN

Coaching Learners: Scrimmages, Preseason, and Regular Season

Michael Gray, Bob Jones University
Augusta GH, 7th Floor

Recitation and recall of content delivered by an expert still dominates the instructional landscape. This session shows how analytical reasoning and problem-solving abilities can be developed through purposeful coaching. Learners need space to try out ideas before they are graded. This session develops the idea of rich low-stakes feedback through scrimmages which

transition early in the course to a preseason where mistakes can still be fixed. Well-coached learners move into the regular season (dominated by summative assessment) with greater metacognitive self-awareness and more effective learning strategies.

LEARNING-CENTERED COURSE DESIGN

Scaffolding, Revision, and Variety: The Recipe for Learner Success

Theresa Davis, University of Mount Union

Augusta EF, 7th Floor

Young adults use social media and are constantly moving from one topic to another, so the “sage on a stage” who derives grades from three assignments no longer works. Scaffolding to build to your major assignments will make papers less torturous, revision of oral and written work will make your students much better at both and putting variety into the assignments will better engage your students. Your take-away from this session: Courses with “More projects” (as you will get when you scaffold,) does not have to mean more work for you. Revision equals better products and better learners. And, finally, more variety engages more students, even those outside your discipline

STUDENT ENGAGEMENT

Contains Graphic Content! Easy Steps for Creating Engaging Course Visuals

Suzanne B. Bellman and Nina Kim, The University of Iowa

Augusta 2-3, 7th Floor

“Death by PowerPoint” is a concept that not only our students but even instructors have been painfully subjected to over their academic careers. There are many voices in higher education advocating that we put an end to this plague and design instead for increased student engagement. But how? Learn about the power of graphic design and the impact that it can have on your student’s perception of your content. Learn how to create content that follows basic principles of graphic design and has a positive emotional impact in order to increase attention, information retention, and engagement; design course materials that convey importance, establish credibility, and communicate care for the content and audience; and learn about free tools and resources that facilitate the graphic design process. We will provide you with practical steps to put you well on your way to designing amazing course visuals in no time at all. No Photoshop needed!

STUDENT ENGAGEMENT

Required and Assigned: Motivating College Students to Read

Patricia Becker and Rhonda Schoonover, Cardinal Stritch University

Augusta 1, 7th floor

The quantity and complexity of academic texts can overwhelm college students who are inexperienced, surface readers. Why else do only 20–40 percent of college students read assigned texts? How can faculty motivate students to engage in deep, purposeful reading? During this session, participants will: reflect on factors that influence students’ reading of assigned texts, compare ineffective and effective text features and reading processes, and examine instructional and assessment strategies that foster academic reading dispositions and higher level, critical thinking skills around assigned texts.

TEACHING SPECIFIC TYPES OF STUDENTS

Engaging Generation Z Learners: Rethinking How We Engage the Digital Generation

Vickie S. Cook, University of Illinois Springfield

Savannah A, 10th Floor

Through group discussions, engage in exploring the learning characteristics and preferences for classroom engagement of Generation Z students, including phones, tablets, and laptops. In this updated session, we will use a Community of Inquiry format to engage participants with the presenter, participants with each other, and participants with web content. We will explore current stereotypes of Generation Z students and how teachers can more effectively engage students born between 1996 and 2010. A website with links to research, videos, and additional readings on this topic is part of the presentation. You will explore the learning characteristics of Generation Z students and how these are differently than previous generations; explore strategies for engaging Generation Z students in the classroom; and explore biases and how to look past stereotypes to engage students in learning activities and approaches and engage in active learning through use of personal devices and table-top discussions.

TEACHING SPECIFIC TYPES OF STUDENTS

Humanities Integration: An Important Pedagogical Tool for Health Professional Education

Jessica Cammarata, Saint Francis University

Chastain FG, 6th Floor

Globalization, technology, and economic and consumer demands have created new challenges for students entering health science fields. Students must be prepared to navigate a complex health care system through academic knowledge, technical skills, and professionalism, all of which are largely dependent on a well-designed education. Humanities have been cited as an effective pedagogical tool for impacting the affective domain of learning through reflective activities and transformational learning experiences. However, health profession educators have been slow to integrate the humanities, potentially due to difficulty knowing how to apply them or assess their impact. This session gives educators a better understanding of the value of the humanities and simple ways to increase their presence.

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED

How to Develop Self-Directed Learners

Maria Flores-Harris, Kaplan

Augusta AB, 7th Floor

True teaching and developing our students includes the development of their metacognitive skills and desire to learn, and fulfillment of their need for effective and timely assessment and feedback. Self-directed learners are cultivated when all these areas are addressed properly. This session addresses both the faculty and student point of view through in-depth explanations of the components of the cycle—practice, observed performance, and targeted feedback. Discussion will include the importance of metacognitive skills, the use of formative evaluation, and how to develop a culture that values learning over performance.

NEW FACULTY

Strategy Mapping: Facilitating Transition from Clinical Practice to Academic Educator

Keith Adamson, University of Toronto

Augusta CD, 7th Floor

This session offers an introduction to strategy mapping—a tool that allows organizations to describe and communicate their strategies. The session demonstrates how strategy maps can be used to prioritize teaching, research, and service expectations, particularly for novice educators who have little experience in the academic environment. Participants learn how the strategy mapping framework aligns with organizational expectations of academic life; how strategy maps can be used to optimize goal setting for new educators; and how strategy maps provide novice educators with a template of how actions are linked to what they want to accomplish.

TEACHING AND LEARNING WITH TECHNOLOGY

“Study How!?”—Supporting Students to Develop Effective Learning Strategies

Nicole Domonchuk and Angela Barclay, Lambton College

Chastain DE, 6th Floor

“Is this going to be on the test?” “What do I need to study?” If these questions are familiar, this session is for you. Students face numerous barriers to effective studying and even our most motivated students may rely on ineffective strategies. Explore common roadblocks to effective studying and discover innovative approaches that you can incorporate leveraging technology to actively engage your students and improve their outcomes. The techniques demonstrated in this session can be applied in face-to-face and online classrooms across disciplines and class sizes.

GRADING AND FEEDBACK THAT PROMOTES LEARNING

Assessment for Learning in Higher Ed: It Just Makes Sense

Cathy Box, Lubbock Christian University

Chastain HI, 6th Floor

The aim of Assessment for Learning is to empower students as self-regulated, life-long learners and to create an environment that deepens the learning, resulting in students who can think critically about the content and about their own learning. Research findings overwhelmingly support its potential to improve learning outcomes, yet we often have difficulty translating those findings into practice. This session will clarify the purpose, aim, and meaning of assessment for learning and offer practical suggestions for implementation based around three fundamental questions: Where am I going?; Where am I now?; and How do I close the gap?

GRADING AND FEEDBACK THAT PROMOTES LEARNING

Using an “Exam Autopsy” Approach to Promote Self-Regulated Learning

Leanne Havis, Neumann University

Peachtree Room, 8th Floor

This session introduces a new integrated post-exam assessment model known as the exam autopsy. Grounded in metacognitive principles of reflective practice, students are provided with three sources of evaluative feedback (from self, instructor, and peer) as they seek to analyze the root

cause of their exam performance and formulate an action plan for future improvement. The presenter shares statistically significant data from a pilot project conducted over the course of three semesters, along with lessons learned and suggested modifications for faculty members seeking to adapt the approach to their individual assessment needs.

FACULTY DEVELOPMENT

A Constellation Model of Faculty Motivation for Learner-centered Teaching

Emilie Clucas Leaderman, Learning Unveiled

Savannah B, 10th Floor

Paying attention to the experiences of faculty is beneficial in creating institutional support structures in ways that motivate them and meet their needs. This session introduces a new constellation model of faculty motivation for learner-centered teaching by sharing findings from a dissertation research study. During this workshop, attendees will discover how involving students in course design and integrating faculty personal and professional identities is beneficial in formalizing and promoting faculty learning. Attendees will walk away from this session with strategies they can adapt for sustaining faculty motivation and helping faculty develop an increased awareness of themselves as learners.

FACULTY DEVELOPMENT

Gamifying Faculty Development

Scott L. Phillips, University of Alabama at Birmingham

Savannah C, 10th Floor

Research shows that as teaching improves, student success increases. And while most university faculty recognize that they have had little formal teaching instruction, they rarely take advantage of teacher development opportunities provided them. Learn how to use gamification to motivate faculty to participate in teacher development. After incorporating gaming strategies and rewards including points, badges, and passports to teacher certification programs, participation at CTL events significantly increased. Additionally, the gamified system was so popular, other university organizations partnered with the CTL to offer programming. Before gamification, the CTL offered 19 workshops per semester in two series, and monthly event attendance averaged 25 participants. Currently, over 50 workshops are offered per semester in sixteen workshop series, and average attendance is over 225 participants/month.

11:15–11:30 am

Break

11:30 am–12:30 pm

Lunch

Augusta Conference Center, 7th Floor

12:30–12:45 pm

Break

12:45–1:45 pm

LEARNING-CENTERED COURSE DESIGN

Don't FLIP Your Whole Course! Find the "Flippable Moments"

Barbi Honeycutt, FLIP It Consulting

Augusta EF, 7th Floor

You don't have to redesign or flip your whole course to engage students and improve learning. If you try to do too much, you and your students can become overwhelmed and suffer from burnout. If something you are already doing in class is working, why change it? Focus instead on what isn't working as well as you'd hoped. In this session, you will analyze your course(s) and look for "flippable moments." This process will help you decide where to focus your time, energy, and resources. Once you find a flippable moment, you will plan one flipped teaching strategy to implement.

LEARNING-CENTERED COURSE DESIGN

Playing As If Student Learning Depended on It

Susan Wehling, Valdosta State University

Augusta GH, 7th Floor

Einstein said, "Play is the highest form of research," and current research shows that the most important element to a successful classroom is student engagement; with the material, each other, and the professor. Like students, I learn when I am actively participating. This session gives participants a tool box of proven strategies and activities that work with any discipline. Learn 5–6 strategies and play activities to use during the semester to revamp your courses into dynamic learning centered classes that promote retention of material and students. My classes have gone from a 70% to a 95% pass rate; yours can too!

STUDENT ENGAGEMENT

Using Improv in the Classroom: Saying "Yes, and..." to Changing the Way You Teach and How Your Students Learn

Roslin Hauck and Terry Noel, Illinois State University

Augusta 2-3, 7th Floor

Apply the tenets of improvisation as a novel method of changing not only the way we teach but also the way students learn. You will have the opportunity to participate in improv activities that are centered on saying "Yes, and..." and learn how this approach can educate students in engaging, interactive, and transformational way. You will understand the benefits of using improv in teaching, gain experience by participating in improv exercises, explore using various exercises in an educational setting, and develop practical strategies for using improv in your class.

STUDENT ENGAGEMENT

Techniques for Active, Engaging, and Cognitive Learning with Adult Learners

Renée Davis, University of Texas at Dallas

Augusta 1, 7th floor

Take back an essential toolkit for presenting lessons that are relevant, engaging, and cognitively challenging. These are easy-to-use, classroom tested techniques that alleviate students "tuning out" and motivates them to participate and interact in the learning. Participants also will acquire ways to weave the cultivation of academic conversations into current teaching approaches that builds critical thinking skills, respect for each other's ideas, voice and mutual support. This builds student confidence, lesson understanding and non-threatening ways to demonstrate their knowledge.

TEACHING SPECIFIC TYPES OF STUDENTS

Teaching Professionalism for Health Care Students

Richard Hoylman, Oregon Tech University

Chastain HI, 6th Floor

One of the goals of educational programs in the Health Sciences is to effectively provide education and training that will prepare students and graduates for success in the health care industry. Health care organizations desire graduates who will consistently and accurately exhibit those attitudes and behaviors that reflect the values of those organizations. Some of the skills that are most desirable are Professionalism skills. This presentation addresses the need to teach and evaluate professionalism skills both in the academic, as well as the clinical environments. We will discuss methods to teach and evaluate Professionalism as well as discuss potential consequences to educational programs and organizations who fail to address this issue.

TEACHING SPECIFIC TYPES OF STUDENTS

Promoting Cultural Responsiveness in the Classroom

Ariel Gil, University of Alabama at Birmingham

Chastain FG, 6th Floor

One of the greatest challenges facing institutions of higher education in the 21st Century is recruiting international students and meeting their needs effectively. It is essential for faculty who teach international students to understand the processes of acculturation these students experience in American classrooms. This session explores the connection between language and culture, discusses the role of self-efficacious instructors within multicultural settings, provides useful collaborative activities, and allows participants to understand how core values and cultural dimensions can impact teaching and learning outcomes within a multicultural context.

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED

Using Cooperative Learning Models to Enhance Student Group Assignments

Susan Wagner, Lincoln Memorial University

Augusta AB, 7th Floor

Cooperative learning models employed by content area instructors facilitate student engagement, increase student achievement, and provide a framework for carefully designed in-class collaborative learning. Recognizing differences in cooperative learning models and assigned group work, or out-of-class projects, is essential to creating effective collaborative learning. Without planning, group work results in only one or two students completing the assignment while others withdraw. Cooperative learning models allow instructors to move from the lecture model to an engaging cooperative learning session. This session presents four cooperative learning models and resources for implementing cooperative learning.

NEW FACULTY

Fetch, Heel, Sit, Stay: Old Dog/New Dog Mentoring Perspectives

Caroline Fuchs and Heather Ball, St. John's University

Augusta CD, 7th Floor

A newly-hired and a seasoned faculty member share their own experiential perspectives as mentor and mentee. Building on research about extrinsic and intrinsic motivation, the presenters share how their formally-assigned (extrinsically motivated) roles gave way to a partnership that became personally rewarding and inherently valuable (intrinsically motivated). The presenters help attendees recognize that these same roles may (or should) be reversed in the classroom. Using their own experience as a model, the presenters provides useful lessons learned, tips, and tricks for both "old dogs" and "new dogs" who can benefit equally from the mentor/mentee relationship.

TEACHING AND LEARNING WITH TECHNOLOGY

CASTing Call: Choosing the Best Role for Technology in Your Course

Staci Graff and Megan Leroy, University of Florida

Chastain DE, 6th Floor

As instructional designers, we have four key strategies that help answer our faculty's biggest course development question: what technology should I use in my class? This session showcases the CAST approach (Communication, Availability, Scale, and Transparency), a guided approach that helps you decide which tool is the right tool. While grounded in pedagogical research and instructional design theory, our process uses a universal and practical method to determine how and when to use technology in online, blended, and face-to-face classrooms. CAST off and learn how to use the best tool for your students.

GRADING AND FEEDBACK THAT PROMOTES LEARNING

Formative Assessment: Small Investments Can Yield Big Returns

Michelle Hunt, Michele Fox, Rebecca Foco, and Ramraj Gautam, University of Massachusetts Lowell

Peachtree Room, 8th Floor

Formative assessment is an effective and flexible tool that allows educators to maximize student learning. It provides a means to evaluate students' comprehension and learning needs and make adjustments to meet those needs. Evidence suggests formative assessment improves students' attention, engagement, achievement, retention and learning outcomes. Modes of formative assessment range from quick additions in a class to a paradigm shift in classroom management; they can range in their formality and utilize individual or group work. This session provides participants with a basic knowledge of formative assessment and practical suggestions for incorporating it into their courses.

GRADING AND FEEDBACK THAT PROMOTES LEARNING

When the Online Professor Talks, People Listen

Dan Keast, The University of Texas of the Permian Basin

Savannah A, 10th Floor

Student-faculty interaction in online courses is critical to the student experience. Textual feedback on a rubric is the most common method of grading in face-to-face courses, as well as online. The student experience in online courses is often sterile and void of the professor's personality—and thus the motivation and excitement about the content. Since the draw to online courses is the asynchronous nature, faculty must find ways to communicate that encompass their passion for the subject, the scaffolding for the assignment, and the mentoring relationship. Written feedback is too often ignored or overlooked while a media message is opened. A student response is more likely from a media message with grading rubric than a written response with the same rubric.

FACULTY DEVELOPMENT

Helping Faculty Develop High Impact Community Engagement Experiences

Tracy Routsong and Jessica Barraclough, Washburn University

Savannah B, 10th Floor

High Impact Community Engagement Projects (HICEP) are challenging to develop and plan. Moving from the envisioning phase to the implementation phase takes time and work. Our Center for Teaching and Learning developed a HICEP SCHOLARS program, which provided a stipend and mentoring to faculty wishing to develop a course in partnership with a community organization. Faculty or staff spend the first semester developing the course, identifying and working with a community partner, and then offer the course in the subsequent semester. Presenters describe the HICEP SCHOLARS program and share the design and outcomes of their resulting projects.

FACULTY DEVELOPMENT

Now What? Advice for New Faculty Developers

Oliver Dreon, Millersville University of Pennsylvania and Christopher Price, SUNY Center for Professional Development
Savannah C, 10th Floor

When new faculty developers first start out in their positions, they can feel overwhelmed with the day-to-day processes of the job and with their new role in relation to their colleagues and administration. In this session, we provide advice for faculty developers new to their positions and offer an interactive space for more experienced faculty developers to share their experiences. You will apply what you know about effective teaching and learning practices to faculty development programs, and analyze your role within the context of your campus to consider appropriate evidence-based faculty development practices.

1:45–2:15 pm

Regroup and Reflection Time

Use this time to reflect on what you've learned and prepare for your next session.

2:15–3:15 pm

LEARNING-CENTERED COURSE DESIGN

Self-Directed Learning: How Do Students Become Self-Directed Learners?

Cindy Decker Raynak, Penn State University
Savannah A, 10th Floor

What is self-directed learning and how do we help students honestly evaluate their performance and become better learners? Students must learn to address all the aspects of the work they are asked to do and evaluate and self-monitor their progress. In this workshop we will discuss the idea of discipline based self-directed learning; how to help students develop metacognitive learning strategies; and how to implement those strategies that best encourage self-directed learning in any discipline.

LEARNING-CENTERED COURSE DESIGN

Subject Matter Immersion: A Way to Deepen Learning

Leslie Robbins and Nelson Altamirano, LDS Business College
Augusta EF, 7th Floor

Imagine coming to the first day of class and the instructor says, "This is your life" and every learning activity applies to a real-world experience. In such a class, students learn in the context of "subject matter immersion" where they define deliverables based on identified outcomes. Learners are at the center, becoming agents of their own learning where they acquire the requisite knowledge, in the process transforming and becoming something more than they were at the outset of the course. Students are more motivated and self-regulated in their learning as they develop a deeper awareness and personal development.

LEARNING-CENTERED COURSE DESIGN

Tearing Down Barriers to Learning: Designing Courses for All

Harriette L. Spiegel, The University of Tennessee at Martin
Augusta CD, 7th Floor

Recognize the implications for teaching and learning that result from inaccessible course design and acquire a "toolkit" of practices to apply to your course design. Experience what learners with visual, auditory, motor, and learning disabilities experience when inaccessible course design prevents the learner's access to content of a lesson, and blocks communication between teacher and learner. Practice designing accessible courses and receive guidelines for disseminating your new knowledge so that accessibility can be applied to all course design.

STUDENT ENGAGEMENT

Community Partnerships for Course Design: Students as Consultants

Heather Gilmour and Gregg Grenier, Mount Ida College
Augusta 2-3, 7th Floor

This interactive session takes participants through the experience of crafting a community-engaged project that aligns with course learning outcomes. The stakes are immediately higher for the students once they learn of the impact they can have upon a social issue through their interactions with community partners. The session uses the presenters' Event Planning and Production course as the example, which worked with a community partner to build the assignment, and then allowed students to create the rubric for assessment based on course learning outcomes and the community partner's identified needs. Participants will use interactive polling, group work, and pre- and post-online surveys to mirror the experience of the classroom.

STUDENT ENGAGEMENT

Cooperative Strategies as Assessment/Review Tools

Del Engstrom, Ursinus College and Lorri Engstrom and Dina Hayduk, Kutztown University

Augusta 1, 7th floor

Students often prepare for assessments alone, failing to tap into the value of working with their peers to improve their knowledge and understanding of topics. Teachers who actively engage students in cooperative formative assessment activities empower them to the value of regularly evaluating their grasp of content and the importance of working with others to improve their learning. In this session, participants will experience group strategies which provide experiential review. When students are actively engaged in the assessment process they are better able to recognize the gaps in their learning and reminded where to focus their future preparation.

TEACHING SPECIFIC TYPES OF STUDENTS

Everyone is Welcome: Strategies for More Inclusive Higher Education

Ellen Berger Rainville, Western New England University
Chastain HI, 6th Floor

Students with learning differences can be active, valued participants in all college classrooms. Yet the contrast between students' perceptions of their educational experiences and those of their own faculty is startling. The intent of this session is to correct those misconceptions. Improved understanding and communication, in addition to providing the required reasonable accommodations, will improve genuine educational access. We will address the attitudes, beliefs and experiences which hinder universal access to college education, and offer inclusive, effective, and evidence-based teaching strategies for the college level which can reduce misunderstanding and increase student success.

TEACHING SPECIFIC TYPES OF STUDENTS

Serving Our Dual Enrollment Students

Rob Jenkins, Georgia State University Perimeter College
Chastain FG, 6th Floor

Recent years have seen tremendous growth in dual enrollment (also known as "joint enrollment" or "early college") programs across the country, especially at two-year colleges and regional teaching universities. With that growth comes increasing pressure on institutions and faculty to recognize and meet the needs of the dual enrollment cohort. In this session, we will look closely at this group of young people and their specific needs, discuss ways to meet those needs while still maintaining academic integrity, and examine best practices in dual enrollment from around the country.

TEACHING AND LEARNING WITH TECHNOLOGY

Technology and UDL: Meeting Challenges and Increasing Opportunity

Dawn Jacobsen, Sue Burrack, and Cindy Waters, Upper Iowa University

Chastain DE, 6th Floor

Educators are faced with a variety of learners with much diversity: cultural, behavioral, motivational, and intellectual. Yet, there is pressure for higher expectations of student achievement. To meet this challenge, we must look for increased opportunities to reach these learners. By developing and applying Universal Design for Learning (UDL) and technology educators minimize barriers to learning. Our task is to understand how students learn and use technology available to provide learning supports. In this session, faculty will be motivated and inspired to adopt UDL and broaden the focus away from learners with disabilities toward a larger differentiated framework. All participants will walk away from the session with practical, easy-to-implement ideas to help all learners.

GRADING AND FEEDBACK THAT PROMOTES LEARNING

Fast Personalized Peer Feedback with Qualtrics and Excel

Michael Smith and Robert Burgess, Georgia Institute of Technology

Augusta GH, 7th Floor

Providing frequent personalized feedback is desired to enable students to improve. Automating the system makes it possible to provide fast feedback so students can adjust their behavior. We demonstrate the use of an on-line survey tool with Excel/VBA to gather and analyze peer evaluations of contributions to classroom discussions and team projects. We developed our tools over several semesters and refined them in undergraduate and graduate business classes. Automating the feedback process has facilitated data gathering from large classes and providing fast individualized feedback to students. We believe that these tools have reduced the number of protests because the amount of data gathered and its frequency increases the perception of fairness.

GRADING AND FEEDBACK THAT PROMOTES LEARNING

Immediate Feedback after Quizzes

Robyn Puffenbarger, Bridgewater College

Peachtree Room, 8th Floor

Educational and cognitive research suggests that repeated chances to practice recall and peer-discussion can improve student learning. Using a daily quiz regime, students engage ten multiple choice questions on the class material, then take the quiz again as a group using the Immediate Feedback Assessment Technique (IF-AT, Epstein Educational Enterprises). Since implementing this strategy, the learning gains measured in a pre/post-test concept inventory increased from 23% to 41%. While frequent testing can seem intimidating, daily quizzes do not necessarily involve significant investment by faculty to grade and can be tailored to suit different discipline and pedagogical needs.

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

Dialoging on Diversity, Privilege and Oppression: A Pen Pal Project

Pamela Dixon and Nicole Van Ert, Viterbo University and Cherie Crosby, Manor College

Augusta AB, 7th Floor

A rally initiated by white nationalists in Charlottesville, Va. in 2017 provided a contextual example that has renewed a call for dialogue about diversity and race. This SoTL study examined students' learning experience during an instructional activity designed to enable a constructive discourse on these topics. Students from Manor College in Penn. were paired with students from Viterbo University in Wi. Students reviewed videos and readings and discussed associated reflection questions in an online discussion forum. Learning objectives included: Identifying events in students' lives that shaped their identity; gaining exposure to the experience of students in another part of the country with different backgrounds; and building communication skills to promote social justice.

FACULTY DEVELOPMENT

NC State Faculty Fellows: Promoting Teaching Innovation through Purposeful Peer Interaction

Stacy Gant and Maria Gallardo-Williams, NC State University
Savannah B, 10th Floor

Identifying effective approaches to faculty development can be challenging. Many of us see the same cast of characters at our events and we struggle with participation. Therefore, it is important to discuss the challenges of faculty development with our peers and share what works. Faculty Fellows is a competitive grant program run by Distance Education and Learning Technology Applications at NC State University. The program aims to identify faculty leaders in the innovative use of instructional technology and provide opportunities for them to connect with their peers and further best practices in blended and online instruction.

FACULTY DEVELOPMENT

Video Modeling of Evidence-Based Teaching Practices by Faculty Mentors

James Gentry, Derrill Watson, Nathalie Jones, and Christopher Gearhart, Tarleton State University

Savannah C, 10th Floor

This session provides the organization and resources needed for faculty development videos using the local talent—our faculty. Presenters describe the importance of offering faculty a glimpse of evidence-based teaching practices at their campus for online and face-to-face learning environments. The filming and lesson outlines used for the creation of the brief videos by recognized faculty will be provided for discussion. The videos exhibit student testimonials and award-winning instructors' teaching in action. Award-winning professors serve as mentors by presenting their experiences with the filming and distribution of their brief videos to peers at their local campus and beyond.

3:15–3:45 pm

Regroup and Reflection Time

Use this time to reflect on what you've learned and prepare for your next session.

3:45–4:45 pm

LEARNING-CENTERED COURSE DESIGN

Faculty as Outfitters: Teaching in a Learner-Centered Journey

James Maley and Jan Tyler, Purdue University

Augusta GH, 7th Floor

Do you see yourself as an instructor? Learning facilitator? Sage on the stage? Guide on the side? What if you were a learning outfitter instead? An outfitter equips people for their journey, often shifting between the roles of supplier, guide, coach, and partner adventurer. We will explore the concept of outfitting as a learner-centered teaching model requiring a different way of thinking about your role and reframing your teaching practice. You will explore where teaching as learning outfitting fits your discipline, identify opportunities for students to map their

learning journeys, and develop ideas for implementing learning adventures.

LEARNING-CENTERED COURSE DESIGN

Balancing Students' Learning Preferences with Instructors' Understanding of Learning

Neil Haave, University of Alberta

Augusta EF, 7th Floor

Many faculty give up on implementing active learning because it is not well received by their students. However, exploration of how the teaching strategies were implemented indicates that the particular classroom context may not have been considered. This presentation will explore how the implementation of learner-centered teaching requires not a cookie-cutter approach, but rather a careful consideration of the local context in which the teaching strategy is to be applied. Participants will consider how to address the culture shock that some students experience during the transition from teacher-centered to learner-centered teaching.

STUDENT ENGAGEMENT

Hey Teacher, Don't Leave Those Kids Alone

Anthony Girardo and Judith Török, Berkeley College

Augusta 1, 7th floor

What instructional strategies will maximize learners' agency and autonomy? How can we foster—through learning design—a stronger community and a sense of belonging? What are ways to encourage learners to achieve competence? By answering these questions, this session showcases innovative pedagogical strategies to increase student engagement. A real learning design challenge in the 21st century is how to promote a growth mindset for increasing intrinsic motivation. This hands-on workshop uses three conceptual categories to guide faculty participants to review, share, and discuss pedagogies that help students take a more active role in their learning process.

STUDENT ENGAGEMENT

Keeping Students Awake: Exploring Motivations for Student Engagement

Kendall Henderson, Auburn University

Augusta 2-3, 7th Floor

As educators, we have all that moment when we look around the classroom and think to ourselves, "Are they awake?" They may be physically present and taking notes, but are they mentally alert and understanding the material? To improve levels of engagement in the classroom, individual student motivators and learning goals must be examined, along with common generational characteristics affecting learners. This session gives insight into the extrinsic and intrinsic motivation of their learners, along with practical ways to engage students without sacrificing content. Specific teaching strategies include student-led discussions, group peer teaching, and collaborative decision making.

TEACHING SPECIFIC TYPES OF STUDENTS

Developing Global and Intercultural Competence in Multicultural Classrooms

Kate Sweeney, Columbia University

Chastain FG, 6th Floor

Diverse classrooms, when organized properly and influenced by an inclusive and accessible culture, provide opportunities for students and faculty to grow from differences as well as to examine our traditional teaching methods which can result in student gains for global and intercultural competencies. Higher education professionals need to know how to lead and support diverse classrooms. Learn activities and techniques to explore ways of integrating multiple diverse perspectives, self-reflection practices that encourage teachers to examine their impact on the classroom culture and tactics to build a learning culture within the classroom that is conducive to developing global and intercultural competencies.

TEACHING SPECIFIC TYPES OF STUDENTS

Strategies to Expand Novice Learners' Beliefs About Learning

Lolita Paff, Penn State Berks

Chastain HI, 6th Floor

If you asked your students to define the roles of teacher and student, what would they say? Would their answers be the same as yours? What happens when these beliefs and expectations don't match? Complaints like "we have to teach ourselves" aren't necessary grounded in an unwillingness to work. More often they reflect novice-level understanding of teachers' and students' roles and responsibilities. They also reflect misperceptions about how learning happens. To expand students' conceptions of learning, teachers need to provide more than opportunities to master content. We need to get them thinking about how they learn. Join us as we explore novice learner beliefs in an interactive session where we'll identify practical, research-based strategies suitable across a range of disciplines and instructional settings, focused on enhancing self-directed learning. You will identify common novice learner beliefs about teaching and learning; explore the implications of mismatched expectations about instruction and learning; and identify strategies that promote self-directed learning.

TEACHING SPECIFIC TYPES OF STUDENTS

Promoting Student Motivation Through Teacher Communication

Jennifer Waldeck, Chapman University and Ann Bainbridge Frymier, Miami University

Savannah A, 10th Floor

Increasing students' motivation to learn is central to improving students' learning in the classroom. In this session, we will explore how instructors in all disciplines can positively impact student motivation to learn through the communication choices they make in their teaching. Participants will learn how two key teacher communication behaviors—nonverbal immediacy and confirming students—can influence student motivation to learn. And, we will discuss how to incorporate these strategies into common instructional practices such as listening, giving feedback, providing directions, responding to questions, and

more. Participants will understand the three types of student engagement: emotional, cognitive, and motivation; understand the three basic psychological needs necessary for intrinsic motivation: autonomy, competence, and relatedness; and learn how to practice specific communication strategies with students in and out of class that help meet student's basic needs, promote student affect for the course and material, engagement, and motivation to learn.

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED

Faculty Survival Tips 101

Ken Alford, Brigham Young University

Chastain DE, 6th Floor

This session is designed for both new and not-so-new faculty members alike. We'll share and discuss tips on things like tenure, mentoring students, research and writing responsibilities, preparing slideshows, grading rubrics, writing letters of recommendation for students, and other "useful stuff" that no one ever really seems to talk about.

GRADING AND FEEDBACK THAT PROMOTES LEARNING

Harnessing Peer Grading to Help Students Become Empowered Digital Producers

Alisha Nypaver, Temple University

Peachtree Room, 8th Floor

Assignments that build skills employers routinely rate as "highly desirable" such as critical thinking, communication, and information literacy can be challenging to grade, and without built-in growth assessment, they may have limited impact on student development. When correctly implemented, peer-grading of scaffolded projects designed for public consumption provides a practical pedagogical solution. As students learn to respond to crowd-sourced feedback in a controlled environment, they become critical evaluators and empowered producers of information. Extant research on both peer grading and students as digital producers is still in its nascent stage. This session provides an opportunity for instructors to share and collaborate, explore new software, and brainstorm potential applications. Highlights include practical strategies for instructors interested in promoting information literacy and digital citizenship, exploring peer-grading, and designing assignments that have a lasting impact beyond the classroom.

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL) Close Encounters of the Student Kind: Perceptions of Instructor Proximity

Thomas Dyer and Jacob Aroz, Grand Canyon University

Augusta AB, 7th Floor

Teaching in an online modality would seem to create a challenging classroom experience. Instructors often focus on student participation; however, instructors must also consider their personal presence in the classroom. We discuss the results of our study outlining student perceptions of faculty proximity through the lens of instructor engagement, teacher-student relationships, and instructor personalization. We also discuss the benefits of intentional instructor engagement and activities/strategies to cultivate and

create proximity in the online classroom. Proximity clearly affects learner academic performance, satisfaction, and retention, the question remains how to best develop proximity within online learning environments. We provide effective activities and strategies affirmed by students to create proximity in the online classroom.

FACULTY DEVELOPMENT

A Case for Coaching

Nicki Monahan, George Brown College

Savannah C, 10th Floor

Professional athletes, business leaders, and even mid-career surgeons use coaches to achieve and maintain peak performance in their chosen careers. Why not academics? Working with an effective coach can assist faculty members to identify and achieve goals to improve their students' learning experiences and stay motivated throughout their careers. By the end of this session, participants will be able to: distinguish between mentoring and coaching, demonstrate coaching conversations, and determine whether or not coaching is a good model to implement in their faculty development programs.

FACULTY DEVELOPMENT

Teaching Café: Nourishing a Faculty Community

Elizabeth Cohn, American University

Savannah B, 10th Floor

In this session, faculty will learn the format, goals, and organizing process of a model of faculty development referred to as a Teaching Café, and discuss how to adopt or adapt the model for their own schools. A Teaching Café is a collegial faculty development opportunity that is by and for faculty of a unit at a school. Learning how to set up and run a Teaching Café is especially useful because this model is designed to both attract faculty who might not usually attend teaching workshops sponsored by a university's Center for Teaching and elevate or create a climate for thinking about teaching at a school where research might be prioritized.

4:45 pm

Dinner and evening on your own.

SUNDAY, JUNE 3

7:30 am–Noon

Registration Open

The Overlook, 6th Floor

7:30–8:30 am

Continental Breakfast

Augusta Conference Center, 7th Floor

8:30–9:30 am

LEARNING-CENTERED COURSE DESIGN

Their Experience Matters: Designing Learner-Centered Online Courses Where Students Thrive

Michelle Kosalka and Caran Howard, University of Northern Iowa

Augusta CD, 7th Floor

Embrace student experience in your online course! Neurocognitive research indicates that we learn by connecting new ideas to previous personal experience. As educators, we must make course content relatable to students. The stakes are high: the real-world importance of course content matters to students' experiential understanding of the world. Explore how to help students thrive in online courses by tapping into students' own lived experience as a jumping-off point for learning. Leave with concrete, immediate steps to re-center online courses directly on learners. (While this session focuses on online design, content is relevant to face-to-face instructors as well.)

LEARNING-CENTERED COURSE DESIGN

Classroom Cognition: Using Educational Neuroscience to Enhance College-Level Learning

Angela Zanardelli Sickler, Wayne State University

Augusta EF, 7th Floor

One of the most pervasive challenges experienced by students is the inability to regulate their learning. They are spending a great deal of energy on comprehending and retaining course material, but their efforts are often unfruitful. Throughout their academic journey thus far, students have been taught what to learn, but seldom how to learn. The most recent research on cognitive neuroscience offers educators a better perspective into the most effective approaches to learning. This interactive session provides participants with a clear understanding of why the science of learning is an imperative component of instruction, as well as ways to seamlessly include evidence-based study systems into their class content without sacrificing significant time from the lesson.

STUDENT ENGAGEMENT

Engaging Students by Embedding the Teaching of Critical Thinking Skills

Julie Swanstrom, Georgia Southern University, Armstrong Campus

Savannah A, 10th Floor

Critical thinking is valued by students, professors, and employers; students learn critical thinking skills best when taught in topics-based courses. Emphasizing the critical thinking skills developed by engaging in your discipline helps students engage with course material. You will learn methods for teaching critical thinking skills in a topics-based course usable in multiple disciplines. Participants will perform three of these methods—poll questions, drills, and review quizzes—to experience their effectiveness; address integrating these methods into one of their existing classes; and articulate why to teach critical thinking skills explicitly in discipline-specific settings.

STUDENT ENGAGEMENT

Improvisation Games to Enhance Communication Challenges

Janet Konecne, Western University of Health Sciences

Augusta 1, 7th floor

Good communication in unscripted encounters in and out of the classroom is an essential element of success in education; one must prepare for unpredictability while maintaining composure and confidence. Typical curriculum content does not address affective communication challenges. Improv games allows for a safe environment to improve emotional presence, listening skills, and efficient critical thinking required for educational engagement. Improv has been shown to increase self-confidence and spontaneity in a way that benefits less engaged students. This interactive session reviews the currently published literature regarding the use and benefits of improvisational exercises with students and introduce a variety of improvisational exercises that might be used with a student to enhance communication skill development and/or remediation.

STUDENT ENGAGEMENT

Teaching Tools That Build Connections

Patricia H. Phelps, University of Central Arkansas

Augusta 2-3, 7th Floor

In its most basic form, teaching involves creating conditions that facilitate making connections—instructor-to-student, student-to-student, and student-to-content. During rapidly changing times along with increased student diversity, finding meaningful ways to build connections presents a challenge to teaching professors. This session provides practical tools that a veteran educator has used to create effective connections in her classes. Participants will examine their current teaching as they identify barriers to building connections. You will experience using several learning connection tools and evaluate their significance for your disciplinary area.

TEACHING SPECIFIC TYPES OF STUDENTS

Teaching Students How to Study to Optimize Success

Marcella Williams, Lansing Community College

Chastain HI, 6th Floor

Teaching students how to study has long been recognized as key to student success at the college level (Stranger-Hall, Shockley & Wilson, 2011). Nursing students struggle with application-type questions commonly used in their programs and on the licensing examination. Bloom's taxonomy serves to guide the development of high level questions in many academic disciplines; however, students often find it difficult to study for this type of question. Recognizing, combining, and addressing each of these factors can help educators interested in supporting student learning within the context of application-type questions. By examining tools and techniques specifically designed to help students alter their studying, educators will be able to grow their own arsenal of successful interventions to guide student success.

TEACHING SPECIFIC TYPES OF STUDENTS

Transitional Experiences of Nursing Students During Their First Year

Michelle Hughes and Audrey Kenmir, Centennial College

Chastain FG, 6th Floor

First year nursing students can experience stress during their transition from high school to university. A new environment, new people, heavy course load, and their first clinical experience as a nursing student can be situational triggers related to this stress. Transitional experiences of first year nursing students, in a collaborative nursing degree program, were examined using an adapted version of the New Student Transition survey and focus group discussions. Discussions revealed four interrelated themes of students' experiences. Participants of this session will learn about students' perspectives of their transitional journey and recommendations to support students' during their first year.

TEACHING AND LEARNING WITH TECHNOLOGY

Program-wide Curriculum Transformation: Embracing E-Portfolios to Support Competency Development

Alice Schmidt Hanbidge, Colleen McMillan, and Kyle Scholz, University of Waterloo

Savannah B, 10th Floor

E-Portfolios can synthesize learning experiences to better understand how seemingly disparate learning modalities are connected. This is perhaps best accomplished through a program-wide implementation of e-portfolios. Core professional competencies are embedded within the e-portfolio where learners reflect on their learning experiences and explicitly connect them to competencies. We will share learner-reported data collected through focus groups and reviewer surveys to determine the effectiveness of e-portfolios for students' future careers and to synthesize aspects of the e-portfolio experience. Along with guided practice, we'll demonstrate how our results apply to your own teaching situation.

GRADING AND FEEDBACK THAT PROMOTES LEARNING

Teaching with the Test: Practice Questions as Socratic Method

Barry Sharpe, Western Governors University

Peachtree Room, 8th Floor

Teaching with the test means providing opportunities for students to practice reading, analyzing, and answering questions before taking high-stakes assessments to complete a course. Because the purpose of the practice question is to structure student engagement, the practice question should lead to additional questions and opportunities for students to do the hard work of explanation and clarification. This session examines three images of Socrates from Plato's dialogues (stingray, gadfly, and midwife) and three concepts from the literature on the science of learning (desirable difficulty, fluency illusion, and generation) to consider the value of teaching with the test.

**SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)
Using a Positive Reward System to Encourage Student
Engagement**

Cara Gomez, Delaware State University

Augusta GH, 7th Floor

In flipped and active classrooms, student participation and engagement are imperative. When many students come to class unprepared, it is difficult for the professor to successfully implement the active learning strategies in the classroom. A reward system is one method that could be used to encourage the student behaviors necessary for these learning environments to be successful. Reward systems are used in secondary school settings but have not been reported frequently in higher education pedagogical research. This study sought to determine the students' perceptions of a reward system in a science course and to determine if and how the students redeemed their token for class rewards. In this session, participants will be introduced to reward systems in classrooms and given examples of how to implement a reward system in a collegiate setting.

FACULTY DEVELOPMENT

**Program SAGES: Promoting Faculty Development Through
Graduate Student/Faculty Partnerships**

Isabelle Barrette-Ng and Yuen-ying Carpenter, University of Calgary

Chastain DE, 6th Floor

Over the past two years, we designed and implemented Program SAGES (SoTL Advancing Graduate Education in STEM) to support the development of evidence-based teaching practices in graduate students in collaboration with faculty mentors. In addition to achieving this desired outcome, the program also inspired faculty mentors to explore new teaching strategies. Session participants will explore how specific features of our program create a collaborative learning environment and network of practice for graduate students and faculty mentors. We look forward to discussing with participants new approaches to engaging graduate students and faculty members as partners in educational development.

FACULTY DEVELOPMENT

Strategic Partnerships: Contributing to Institutional Priorities

Amy B. Mulnix, Franklin and Marshall College and Maryellen Weimer, Penn State Berks

Savannah C, 10th Floor

Educational developers often have knowledge and expertise that would help accomplish an institution's strategic goals. Diversity and inclusion initiatives, globalization of a campus, introduction of high impact practices, and revision of general education curricula are just a few examples of institutional priorities to which we could be contributing. Yet reporting and governance structures can cause our expertise to go untapped. Further, we may have an interest but not the time or person-power. A case study will be used to explore the formal and informal approaches we can take to setting priorities, as well as partnering with committees, task forces and other structures in order to better contribute to our institution's priorities. In this session, participants will identify strategic priorities on their home campus where their expertise can be of use, identify governance bodies (e.g. committees) with whom they can partner, and

develop a plan of action for increasing the contributions they make to their priorities.

9:30–9:45 am

Break

9:45–10:45 am

LEARNING-CENTERED COURSE DESIGN

**Learner Centered Teaching Meets Motivation Theory: An
Emerging Practice Model**

Marcie Walsh and Christy Tyndall, Virginia Commonwealth University

Augusta CD, 7th Floor

This interactive session shares lessons learned from creating and implementing two university classes focused on student wellbeing. The content, sequencing, and assignments for these classes were intentionally designed using evidence-based practices to foster student motivation and engagement, through the lens of a learner-centered teaching paradigm. The presenters share their emerging model of intentional course design, with the goal of impacting higher education teaching and learning at the class level. Attendees will learn theories of motivation and engagement and examples of effective practices that can be applied across disciplines, class demographics, and content topics.

STUDENT ENGAGEMENT

Gamifying the Class—Learning is Fun

Dong Ye, Northern Alberta Institute of Technology

Savannah A, 10th Floor

Keeping students motivated and engaged is a never-ending quest for educators across disciplines. According to Hartley and Davis (1978), a typical learner's attention starts to diminish after ten minutes of the class. Gamification affords educators more autonomy by incorporating game mechanics in non-game environments to increase student engagement and improve academic performance. The successful application of gamification, which includes elements such as challenges, curiosity, achievement, and fantasy, could appeal to students' learning motivation. Apart from enjoying the first-hand experience of some gamified curriculum learning activities; walk with me to revisit the design journey; and more importantly, we will engage in conversations to explore the potential of gamified learning together.

STUDENT ENGAGEMENT

Let's Get Active: Shifting, Speed Dating, and Gallery Walks

Shelley Cobbett, Dalhousie University

Augusta 1, 7th floor

Engaging students in active learning to achieve higher order cognitive thinking is challenging when evidence tells us that assigned prior to class readings, an integral aspect of most postsecondary programs, are not completed by over 70% of students (Kerr & Frese, 2016). Engagement strategies need to move beyond a focus on comprehension of concepts and into the realm of active learning, engaging students in co-learning,

creation of knowledge, and critical thinking. This session facilitates active learning strategies, (gallery walks, “shifting,” and speed dating), to enable participants to experience new ways of engaging students to enhance their own teaching.

STUDENT ENGAGEMENT

Usefulness of Group Projects in an Online Course

Aaron Marmorstein, DeVry University

Augusta 2-3, 7th Floor

Group projects are an important facet of students overall learning. To build skills relevant to the workplace, institutions have made group projects, or collaborative learning, an important part of many courses. However, group projects can be troublesome with challenges including student antipathy towards group work, inequalities in ability and non-participation. Additionally, even with improvements in online technology, group projects online present a unique set of problems. Among these are different time zones, lack of proper technology, difficulty in making contact or the invisible student and most importantly, difficulty communicating. This work highlights challenges and best practices for conducting online collaborative work with undergraduates.

TEACHING SPECIFIC TYPES OF STUDENTS

Reaching the Struggling Writer: Effective Feedback Strategies

Cristie McClendon, Jodee Jacobs, and Hazel Smith, Grand Canyon University

Chastain FG, 6th Floor

Many professors struggle with providing substantive feedback to struggling writers. This process is largely a one-way route with the professor pointing out what is right and wrong with student work. Substantive feedback also includes modeling, examples, and strategies students can use to improve their work. Faculty attending this session will identify characteristics and models of effective writing feedback. A variety of assessment and feedback strategies and best practices for improving student writing will be presented.

TEACHING SPECIFIC TYPES OF STUDENTS

Talking 'Bout My Generation: Leveraging Generational Diversity in Our Classrooms

Maria Marconi, University of Rochester

Chastain HI, 6th Floor

For the first time in history, we have four generations of students learning together in college classrooms. To create inclusive learning environments and engage students of multiple generations, we must use a variety of teaching, technology, engagement, and communication methods to meet these distinct student learning needs. This session coordinates generational learning preferences with educational methods and explore strategies that can be used across disciplines to leverage the strengths of each generation. Participants will learn preferences of each generation and to create learning environments that thrive on the attributes of each generation of learner.

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED

The Dreaded Introductory Paragraph: Decoding a Learning Bottleneck

Pete Burkholder, Fairleigh Dickinson University

Augusta EF, 7th Floor

The analysis paper is a standard assignment in college-level courses across the curriculum. Unfortunately, students' papers often go off the rails in the very first paragraph: there's inadequate framing for the reader; evidence is brought into play, rather than appropriately placed in the body; there's no argument; or, in the worst-case scenario, there's no introduction at all. In such instances, it can be very difficult for students to salvage a decent paper, and instructors are left reading assignments that fail to meet basic requirements. This session will have attendees use the principles of “decoding” to identify how they, as experts, approach the introductory paragraph by breaking it down into its constituent parts. Thus simplified, it's far easier both to teach and to learn the mechanics of writing a quality paper introduction. The presentation will walk the audience through this protocol, and will share data from students' papers as learning artifacts.

TEACHING AND LEARNING WITH TECHNOLOGY

Replacing Your Textbook with Open Educational Resources and Student-Created Content

Susan Willey, Georgia State University

Savannah B, 10th Floor

Developing an e-book with links to open-educational resources and student-created content enables instructors to respond to the learning styles and preferences of today's students. This session provides a template to create no-cost alternatives to expensive textbook packages with content aimed at the learning styles of today's digital students: infographics, videos and podcasts for visual and auditory learners, traditional readings and websites for verbal learners, and interactive exercises for solitary learners. Instructors can quickly incorporate and update course content relevant to students' personal and professional lives.

TEACHING AND LEARNING WITH TECHNOLOGY

Teaching Online: Understanding and Managing the Instructional Change Process

Claire Major, University of Alabama

Peachtree Room, 8th Floor

Teaching online requires instructors to change the ways in which we conceive of and carry out our work. The shift we experience when we move from teaching onsite to teaching online requires us to update our knowledge of content, pedagogy, and technology as well as to develop new forms of instruction, revise and reconceptualize course materials, rethink communication patterns, and even reconsider who we are as teachers. Faculty who teach online typically also reassess the student experience to determine what changes for students ultimately mean for their own work and for their institutions.

In this session, you'll receive a brief history of technologically-mediated instruction as well as a brief overview of educational theory, research, and practice related to teaching online. Through active learning strategies such as discussion, you will

share strategies for managing the various instructional changes involved in teaching online. By the end of the session, you will be able to describe research findings that support teaching online; describe several key changes to the teaching and learning process that accompany teaching online; list several strategies for addressing key issues associated with teaching online; and identify ways to manage the instructional change process. This session is most beneficial to faculty members, educational researchers, instructional designers, and others who engage with online learning.

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

The Relevance of Engagement as a Component of Student Success

Matthew Marmet, Stephanie Nesbitt, and Tracy Balduzzi, Utica College

Augusta GH, 7th Floor

Research provides abundant evidence that student success is dependent on numerous factors. The authors' own prior research has identified that student engagement explains around 17% of the variation in a student's success in a blended/distance learning environment. In this study, the authors explore the relative importance of student engagement and self-regulated learning behavior in relationship to other components of student success. Key takeaways: What are the indicators of student success in a graduate business program? Is student engagement more/less important than other indicators of student success? How should indicators of student success impact course/program design?

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

Timing the Transition from Traditional to a Flipped Classroom

Rick Robinson, Medicine Hat College and Sheryl Boisvert, Norquest College

Augusta AB, 7th Floor

The Active-Learning Classroom enhances engagement and learning (Sahin, 2015; Cotrell & Robison, 2003; Baker, 2011). However, students often resist active learning and may take some time for adjustment (Shekhar, et al., 2015). This study considers the effects of gradually moving pedagogy toward the flipped classroom by comparing introductory accounting classes from two institutions. Participants will engage in a discussion on the preparedness of students in their first year of post-secondary education, findings on the effects of changing pedagogical approach during a term, and strategies for preparing students for the active learning.

FACULTY DEVELOPMENT

Cultivating a Chrysalis for Adjunct Faculty

Susan R. E. Malone, Gwynedd Mercy University

Savannah C, 10th Floor

Since the economic downturn of 2008, many colleges have seen a decline of traditional, on-ground students, while demand for online classes has increased. Partially in response to this trend, colleges replace full-time faculty members with less-expensive adjunct faculty. This cost-saving measure comes at a price: adjunct faculty are not as committed to institutions as full-time faculty, and online educators are at an additional "connection" disadvantage. How, then, do institutions

maintain standards of rigor and skill? Two program chairs combatted this issue through the Four Cs of Adjunct Faculty Development: Connection, Collegiality, Cognitive Discussions, and Communication.

FACULTY DEVELOPMENT

Improving Faculty Teaching and Evaluation Strategies in STEM Disciplines

Wayne Babchuk and Tareq Daher, University of Nebraska-Lincoln

Chastain DE, 6th Floor

This inquiry is part of a longitudinal project targeted at transforming instructional strategies toward more student-centered models in STEM education at a large Midwestern university. Research was conducted in the College of Engineering utilizing: faculty teaching evaluation documents, the Classroom Observation Protocol for Undergraduate STEM (COPUS), the CWSEI Teaching Practices Inventory, survey and interview, and student course evaluations to examine teaching and evaluation practices. Our research is grounded in our shared efforts to transform the culture of teaching in our college and teaching pedagogy from passive lecture modes of instruction to research-based student-centered instructional strategies to better enhance student learning and engagement. Key session takeaways focus on variability across departments in faculty evaluation techniques, teaching methods utilized, and faculty decision-making regarding their teaching pedagogy.

11:00 am–Noon

Closing Plenary Session

Make Every Day a Good Teaching Day: How Communication Research Can Help

Jennifer H. Waldeck, School of Communication, Chapman University

Peachtree Ballroom, 8th Floor

"How'd class go today?" "It was great!" That's the reply we hope for, but too often it's not the one we feel. Underwhelmed by student engagement, worried that students are bored, struck by the realization that we're bored, and wondering if we have what it takes to engage today's college students, we struggle to light the fire of learning under students. Research from the field of instructional communication suggests that effective teaching is less the result of popular activities, tips, tricks, or pedagogical strategies, and more about positive relationships with students. This plenary will offer a repertoire of evidence-based communication practices that can help build those relationships, increase teaching effectiveness, and enhance the learning experiences of students.

Noon–1:00 pm

Lunch

Augusta Conference Center, 7th Floor

1:00 pm

Conference Adjourns

Thank you for a great conference. Please take the tools and connections you've made at The Teaching Professor Annual Conference and use them on your campus. We hope to see you next year, June 7-9, 2019 in New Orleans, Louisiana. Have a safe trip home!

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