THE Teaching PROFESSOR CONFERENCE

JUNE 7–9, 2019 • NEW ORLEANS

GENERAL CONFERENCE INFORMATION

Networking Opportunities
- Attend the opening plenary and reception
- Attend as many sessions as possible
- Share a meal with someone you don't know
- Use the networking portion of the conference mobile app to plan social time or connect with other attendees
- Beyond the conference: Tweet **#TeachProf19**

Conference App
Download the conference mobile app from your app store for many features including networking, scheduling sessions, speaker handouts, and alerts about changes or updates to the program schedule.
1. Search for: "Magna Publications Conferences" in your app store (if using an iPad, search under "iPhone only" apps.)
2. After the app is installed, please "Sign Up" and setup your Attendee Profile.
3. Find "The Teaching Professor Conference."
4. Select "Join Now" and use the passphrase: "**tpc19**"

Wi-Fi
Enjoy complimentary Wi-Fi in the meeting rooms using the password **tpc19**

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

Messages
There is a message board at the registration desk. Please check frequently, as messages will be posted throughout the conference. You are welcome to post messages for other conference attendees.

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

Resources
Visit the Napoleon Ballroom Foyer, 3rd floor for vendor displays and other resources.

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

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

STAY CONNECTED...

Conference hashtag **#TeachProf19**

Facebook.com/TeachingProfessor/

Linkedin/groups/4249252/

SCHEDULE-AT-A-GLANCE

FRIDAY, JUNE 7

7:30–8:30 am	**Registration Open** Morning Preconference Workshops Only, Maurepas, 3rd Floor
8:30 am–4:00 pm	**Registration Open to all Participants,** Maurepas, 3rd Floor
8:30 am–Noon	**Preconference Workshops**
	Kicking Lecture to the Curb! Even Large Lecture Classes Can Experience Deeper Learning Using Active, Gamified, Project-Based Learning Strategies (Registration and Fee Required) Gallery, 1st Floor
	Creating a Faculty Learning Community on Inclusive Pedagogy (Registration and Fee Required) Waterbury, 2nd Floor
	Infusing Experiential Learning into Your Course (Registration and Fee Required) Grand Ballroom A, 5th Floor
	Why is Teaching Hard to Improve? (Registration and Fee Required) Grand Ballroom B, 5th Floor
	Contains Graphic Content: Engaging Students with Course Visuals (Registration and Fee Required) Grand Ballroom C, 5th Floor
	Classroom Cognition: Using Educational Neuroscience to Enhance College-Level Learning (Registration and Fee Required) Grand Ballroom D, 5th Floor
	Enhancing Teaching and Learning in a Clinical Setting (Registration and Fee Required) Grand Ballroom E, 5th Floor
10:00 am–8:00 pm	**Exhibit Displays Open** Napoleon Foyer, 3rd Floor
10:00 am–8:00 pm	**Attendee's Lounge** brought to you by Stylus, Worldwide Navigators, Magna Publications, and The Teaching Professor Membership Armstrong Ballroom, 8th Floor
1:00–4:30 pm	**Preconference Workshops**
	Facilitating a Growth Mindset in Faculty Development (Registration and Fee Required) Waterbury, 2nd Floor
	Designing and Implementing Effective Examples for Student Learning (Registration and Fee Required) Grand Ballroom A, 5th Floor
	Polishing the Diamond: Exploring an Instructional Framework to Create Expert Learners (Registration and Fee Required) Grand Ballroom B, 5th Floor
	Creating Killer On-Line Content with an Apple iPhone (Registration and Fee Required) Grand Ballroom C, 5th Floor
	Teaching and Evaluating Professionalism for Health Care Educators (Registration and Fee Required) Grand Ballroom D, 5th Floor
3:00–8:00 pm	**Poster Sessions** Napoleon Foyer, 3rd Floor and Borgne, 3rd Floor
3:30–4:30 pm	**New Attendee Meeting** Gallery, 1st Floor
5:00–5:20 pm	**Conference Welcome** Napoleon Ballroom, 3rd Floor
5:20–6:30 pm	**Opening Plenary Session:** Understanding and Promoting Student Engagement in Today's Varied Teaching Contexts Napoleon Ballroom, 3rd Floor
6:30–8:00 pm	**Registration Open**—All Participants Maurepas, 3rd Floor
6:30–8:00 pm	**Reception, Poster Sessions, and Exhibitor Mingle** Napoleon Foyer, 3rd Floor and Borgne, 3rd Floor
8:00 pm	**Dinner and Evening on Your Own**

SATURDAY, JUNE 8

7:30 am–2:00 pm	**Registration Open** Napoleon Foyer, 3rd Floor
7:30–8:30 am	**Continental Breakfast** Napoleon Ballroom, 3rd Floor
8:00 am–5:00 pm	**Exhibit Displays Open** Napoleon Foyer, 3rd Floor
8:00 am–5:00 pm	**Attendee's Lounge** brought to you by Stylus, Worldwide Navigators, Magna Publications, and The Teaching Professor Membership Armstrong Ballroom, 8th Floor
8:45–9:45 am	**60-Minute Concurrent Sessions**
8:45–10:00 am	**20-Minute Mentor Concurrent Sessions**
10:15–11:15 am	**60-Minute Concurrent Sessions**

10:15–11:15 am	**20-Minute Mentor Concurrent Sessions**
11:30 am–12:30 pm	**Lunch Napoleon Ballroom, 3rd Floor**
12:45–1:45 pm	**60-Minute Concurrent Sessions**
12:45–2:00 pm	**20-Minute Mentor Concurrent Sessions**
2:15–3:15 pm	**60-Minute Concurrent Sessions**
2:15–3:30 pm	**20-Minute Mentor Concurrent Sessions**
3:45–4:45 pm	**60-Minute Concurrent Sessions**
3:45–4:45 pm	**20-Minute Mentor Concurrent Sessions**
5:00–6:15 pm	**Evening Plenary Session:** Effective Strategies for Deep and Flexible Learning, Napoleon Ballroom, 3rd Floor
6:15 pm	**Dinner and Evening on Your Own**

SUNDAY, JUNE 9

7:30 am–Noon	**Registration Open** Napoleon Foyer, 3rd Floor
7:30–8:30 am	**Continental Breakfast** Napoleon Ballroom, 3rd Floor
8:00 am–1:00 pm	**Attendee's Lounge** brought to you by Stylus, Worldwide Navigators, Magna Publications, and The Teaching Professor Membership Armstrong Ballroom, 8th Floor
8:45–9:45 am	**60-Minute Concurrent Sessions**
8:45–9:45 am	**20-Minute Mentor Concurrent Sessions**
10:00–11:00 am	**60-Minute Concurrent Sessions**
10:00–11:00 am	**20-Minute Mentor Concurrent Sessions**
11:15 am–12:15 pm	**Closing Plenary Session:** Active + Accessible: Teaching and Learning in the 21st Century, Napoleon Ballroom, 3rd Floor
12:15–1:15 pm	**Lunch** Napoleon Ballroom, 3rd Floor
1:15 pm	**Conference Adjourns**

CONFERENCE PROGRAM

The Teaching Professor Annual Conference represents the best thinking on issues related to teaching and learning today. Our interactive 60- and 20-Minute sessions engage and inform attendees in 11 categories, designated at the beginning of each session listing.

NOTE: 20-Minute sessions are held two or three at a time within a 75-minute time block. The order is noted in the program. Please be respectful of presenters and participants if you are not planning on staying for all sessions in the block.

LEARNER-CENTERED COURSE DESIGN
Learner-centered courses are those that an instructor designs and facilitates around student learning needs (rather than their own). Learner-centered teaching strategies promote student responsibility for learning, critical thinking, reflection, collaboration, and motivation. Becoming more learner-centered may require a teacher to step outside of his or her comfort zone—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
Some learner populations have unique and specific needs. For example, international or English as a Second Language students sometimes struggle to assimilate into a new culture and learn advanced material. 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 and communication relationships with students.

NEW FACULTY
New college and university 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. At the same time, their academic units take risks when placing new graduate students, assistant professors, or adjunct faculty with experience outside of the academic environment (but little or no teaching experience) in the classroom. Sessions in this track focus on these special concerns surrounding new faculty. They may be aimed at the new teachers themselves, or colleagues and administrators responsible for supporting and mentoring new faculty.

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 our feedback, resist it and become defensive, or 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. Sessions in this track focus on the conceptualization, design, and results of research the presenters have conducted on any aspect of teaching and learning.

SUPER TRACK: 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, however, it can overwhelm and confuse both teachers and students. Sessions in this track focus on the effective use of teaching and communication technologies in face-to-face, hybrid, and online courses.

SUPER TRACK: FACULTY DEVELOPMENT
Faculty development is concerned with the support and ongoing development of instructional faculty at the institutional or unit level. Sessions in this track are for attendees who are responsible for or interested in faculty development at their home institutions.

SUPER TRACK: TEACHING HEALTH SCIENCES MAJORS
If you teach health sciences majors, you have a different set of challenges (cohort learning, high stakes exams, state certification just to name a few). This track will help you tackle these special challenges and much more with sessions specifically designed for health science educators.

SUPER TRACK: TEACHING PROFESSIONAL MAJORS
Are you teaching students in professional studies such as accounting, engineering, law, or architecture? These majors culminate in a high-stakes certifications or board exams and teaching can be very different than in other majors. Plan to join us in identifying and addressing these unique teaching challenges.

FRIDAY, JUNE 7

7:30–8:30 am

Registration Open—Morning Preconference Workshop Participants Only
Maurepas, 3rd Floor
Registration is open for those registered for a Friday morning preconference workshop.

8:30 am–4:00 pm

Registration Open—All Participants
Maurepas, 3rd Floor
Registration is open to all participants.

8:30 am–Noon

Preconference Workshops: Registration and Fee Required

Kicking Lecture to the Curb! Even Large Lecture Classes Can Experience Deeper Learning Using Active, Gamified, Project-Based Learning Strategies
Niki Bray, director of academic innovation and student success, School of Health Studies, University of Memphis
Gallery, 1st Floor
Learn how active, gamified, project-based learning strategies converted a 120-student Intro to Exercise Physiology course with a high DWF rate into an instant success (101 - A's, 18 - B's, 1 - C, 0 - D's, 1 – F). Learn how the gamified learning replaced lecturing and sparked excitement, drove up engagement, and increased persistence in every student. These strategies drove student engagement, satisfaction, and success sky high. You'll learn how to develop group project-based learning to situate learners in the world of professionals in the field, experience the use of Kahoot! and Nearpod first hand, and walk away with course design details, Kahoot!s, Nearpods, real group project samples, example project guidelines, and project assignment sheets you can modify and use in your class (large or small/online or on-ground) right away. Participants will gain knowledge of how to develop and implement active, gamified, and project-based learning strategies in their course; create a Kahoot! game; create a Nearpod lesson; and create a plan to implement one or more strategies shared from this session into an upcoming course.

Why is Teaching Hard to Improve?
Maryellen Weimer, editor, The Teaching Professor newsletter, professor emerita, Penn State Berks
Grand Ballroom B, 5th Floor
Some of the reasons we all know: teaching isn't valued as much as research; a lot of content has to be covered; and instructional growth isn't always expected or well supported by our institutions. But these mainly external reasons aren't all that makes teaching improvement challenging. It's tough when an individual teacher tries to change. Why? It's hard when faculty developers try to support individual improvement efforts. What makes it so? In this session we'll explore these lesser known reasons that get in the way of efforts to improve and talk about how they can be overcome.

Creating a Faculty Learning Community on Inclusive Pedagogy
Jane Palmer, director, community-based research scholars' program, Ximena Varela, director, arts management program, department of preforming arts, Shawn Bates, assistant professor, School of International Service, American University, School of Public Affairs, Erica Hart, department of psychology, and Elissa Margolin, department of health studies, American University
Waterbury, 2nd Floor
How do we teach inclusively? Where do we find the resources, and sometimes the fortitude, to tread outside our comfort zones in the classroom to create more supportive, inclusive, challenging, and, ultimately, more rewarding environments for our students, and ourselves? This session offers lessons learned about both inclusive pedagogy and about the opportunities and challenges of Faculty Learning Communities as potential tools for deep faculty learning and relationship-building. Facilitators will discuss lessons learned about inclusive pedagogy and will also share how the FLC model worked as a tool for deep pedagogical engagement and relationship-building. They will describe how the FLC model offered a rare space in which to center and deeply engage with teaching practice,

while building meaningful collegial relationships along the way. Workshop participants will have an opportunity to practice participating in a mock FLC to work on their own dilemmas in the classroom and reflect on some specific readings in their area of inclusive pedagogy. Participants will learn concrete strategies to facilitate their own faculty learning communities to cultivate more inclusive classrooms. After this pre-conference workshop, participants will be able to describe the need for Faculty Learning Communities on Inclusive Pedagogy in their institution; organize and facilitate a Faculty Learning Community at their institution; reflect on their and others' teaching dilemmas related to inclusion; and devise strategies to prevent and respond to dilemmas in the future with the support of faculty colleagues.

Enhancing Teaching and Learning in a Clinical Setting
Rosemary Tyrrell, director of faculty development, University of California Riverside School of Medicine
Grand Ballroom E, 5th Floor

What makes a great clinical preceptor? Cognitive psychologists and neuroscientists have provided us with a large body of work on how humans learn; however, translating these ideas into teaching practice is no easy task, particularly in a busy clinical setting. Despite many years of training for their specialty, most clinicians and preceptors have little formal training in the role of teacher. This workshop will examine strategies for enhancing teaching and learning in a clinical environment. In this participatory workshop, we will explore: evidence-based teaching methods to support learning; qualities of a great preceptor; strategies to establish a successful learning environment; methods for effective feedback; and techniques to teach in the presence of patients. During the session, participants will complete an action plan for improving teaching methods in clinical settings at their institutions. By the end of the session, participants will have explored evidence-based methods to support learning; developed methods to improve teaching practice in a clinical setting; identified qualities of an outstanding clinical preceptor; created strategies for teaching in the presence of patients; and reviewed effective methods of giving feedback, including the One-Minute Preceptor.

Infusing Experiential Learning into Your Course
Donna Qualters, associate professor, and director and Annie Soisson, associate director, Center for the Enhancement of Learning and Teaching, Tufts University
Grand Ballroom A, 5th Floor

Experiential learning is becoming an increasingly valued form of pedagogy in higher education. The research on experiential learning demonstrates stronger student learning outcomes, more self-aware learners, and increased motivation in the discipline (Qualters 2010, Kolb & Kolb 2005). Experiential learning truly promotes the transformational experience every college promises its students. Many universities have begun experiential programs such as co-op, internships, service learning, and study abroad, yet very few faculty understand how they can promote experiential learning in their own classrooms. The research indicates that while students spend the majority of their time in classes they more frequently mention experiential activities outside of class as the most impactful for learning. If campuses want to develop a "culture of experiential learning," students have to be introduced to the concept in their discipline classes. This workshop will help participants envision what experiential learning can look like in the classroom, understand the theoretical underpinnings and best practices in experiential learning, and produce a plan to incorporate experiential learning in their course. Participants will define experiential learning in the context of their discipline, understand the major theorists, principles, and best practices in experiential learning, explore how experiential learning can be incorporated in their class, share ideas on effective experiential learning practices, work through backward design to have a draft plan for incorporating experiential learning activities and assessment for their course.

Contains Graphic Content: Engaging Students with Course Visuals
Beth Bellman, lecturer, The University of Iowa and Nina Kim, associate director, Center for Digital Education, Olin Business School, Washington University
Grand Ballroom C, 5th Floor

"Death by PowerPoint" is a concept that not only our students but many 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 students' perception of your content. This active learning workshop is meant to not only teach instructors why good design matters to learning but to also equip them with hands on practice, strategies, and resources for making it a reality in their courses. We will review the seven principles of good design accompanied by application exercises for each principle that include: breaking down a slide deck, making a color scheme, downloading designer fonts, creating composition, and many more! Attendees will have the opportunity to redesign several of their own slides and a create a banner for their course for use in documents or learning management systems. After this workshop, participants will be able to create content that follows basic principles of graphic design and has a positive emotional impact on a viewer 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; access free tools and resources that facilitate the graphic design process; and practice applying the seven principles of good design to your own course materials. *NOTE: This is a hands-on workshop. In order to participate participants must bring a personal laptop to engage in the design activities. Tablets are not sufficient for design work.

Classroom Cognition: Using Educational Neuroscience to Enhance College-Level Learning
Angela Zanardelli Sickler, associate director of study skills academy, Wayne State University
Grand Ballroom D, 5th Floor

College students 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 workshop 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. After this workshop, participants will be able to recognize common ineffective study habits used by students, define the top five evidence-based learning strategies, describe how high levels of stress can cause challenges with processing, retaining, and retrieving newly-learned material, understand the correlation between physical wellness and cognitive performance, and apply subject-appropriate learning performance techniques in work with respective student populations.

10:00 am–8:00 pm

Exhibitor Displays Open
Napoleon Foyer, 3rd Floor
Stop by and say hello to our exhibitors, who have products and services that support teaching and learning.

10:00 am–8:00 pm

Attendee's Lounge brought to you by Stylus, Worldwide Navigators, Magna Publications, and The Teaching Professor Membership Armstrong Ballroom, 8th Floor
Looking for a charging station, a place to check email, or a comfortable seat to recharge before the next session? We've got outlets, tables, and chairs for you to use any time during the conference. Use the lounge throughout the day to keep a good conversation going, reflect and decompress between sessions, have an impromptu meeting, or recharge your tech.

1:00–4:30 pm

Preconference Workshops: Registration and Fee Required

Facilitating a Growth Mindset in Faculty Development
Josie G. Baudier, instructional designer, faculty developer, Kennesaw State University
Waterbury, 2nd Floor
Growth mindset is often discussed as a way to improve student success in the classroom (Dweck, 2006). However, in faculty development sometimes it is necessary learn how to cope with our own failures as well as the failures of faculty. This session will allow space for participants to examine how they approach and process failure. Participants will explore ways to create a growth mindset in workshops and consultations. The participants will also explore ways that faculty to use these strategies in their own courses.

In the second part of this workshop, the participants will analyze personal or professional failures using the IDEAS process

(Boyd, Baudier, & Stromie, 2015). With this process, participants will examine one failure and determine the acute and chronic issue which influenced the failure. Next, they will reflect on what they could have done differently. After experiencing the IDEAS process firsthand, participants will discuss how the process can be used in their faculty development center with their faculty, as well as determine other avenues for use.

The session will incorporate discussion in large and small group, individual reflection, as well as other learning interactions. This workshop is based on the mindset research from Carol Dweck and the work that informed the article Flipping the Mindset: Reframing Fear and Failure to Catalyze Development (Boyd, Baudier, & Stromie, 2015). Participants in this workshop will explore growth mindset from the lens of faculty developer and the lens of faculty; strategize ways to increase growth mindset within workshops, consultations, and teaching; examine failures, threshold concepts, and deliberate experimentation; investigate and practice using the IDEAS process: identify failure, debrief interaction, analyze the failure, strategize; and discuss the functionality of the IDEAS process related to both faculty development and non-faculty development issues.

Creating Killer On-Line Content with an Apple iPhone
Steve Julin, Cleverscope Media Group
Grand Ballroom C, 5th Floor
Apple's line of phones have always been able to capture footage but ever since the release of iPhone 6, the playing field has changed. Shooting great video has never been easier and we all know on-line learners love video.

The camera you carry everyday (that also works as a phone) can grab 1080p high-definition clips at 60 frames per second, take 240-fps slow-motion shots, shot time lapse scenes, provide cinematic video stabilization, and even has up to 256 gigabytes of storage which is more than enough for a short film. Join two-time Emmy award winning filmmaker Steve Julin in this preconference workshop (aka innovation lab) as he shares his insights after testing the camera out on numerous video shoots and demos some filmmaker friendly iPhone gadgets. We may leave the hotel to acquire footage for the workshop, so proper attire may be required. In this workshop you'll learn the ins and outs of shooting with an iPhone; what film gear you'll need to shoot quality on-line videos with a mobile phone; film rules and basic guidelines all films use; how to capture quality audio for your video; how to Shoot to tell a story; how to transfer footage to your laptop for editing; recommended non-linear editing software for post-production; and how to export your final project.

Teaching and Evaluating Professionalism for Health Care Educators
Richard Hoylman, professor and program director, Oregon Institute of Technology
Grand Ballroom D, 5th Floor
Critical thinking, problem solving, effective communication, professional ethics and emotional intelligence are just a few examples of skills employers increasingly require from graduates and employees in the Health Care disciplines. These skills

should be modeled, taught, and evaluated by educators, both on campus and in the clinical environment, in order to adequately prepare their graduates to be successful and competitive when accessing employment opportunities. This workshop introduces options for teaching and evaluating professionalism skills and gives participants an opportunity to develop or modify a professional evaluation tool. In addition, there will be discussion regarding how to effectively use this tool. After completing the workshop, participants will be able to identify skills commonly associated with professionalism, develop or modify a Professional Evaluation tool to be used with students on campus and in the clinical environment, and develop a schedule to administer the Professional Evaluation tool and a policy addressing how it is to be used.

Designing and Implementing Effective Examples for Student Learning

Stephen L. Chew, professor and chair, Samford University
Grand Ballroom A, 5th Floor

Is there a teacher who doesn't use examples to promote student understanding and learning? What, however, do we really know about the best practices for using examples in teaching? The existing research indicates that the effective design and implementation of examples is neither simple nor straightforward. Examples that are clear to faculty may not be understood by students, students may not know how to use examples for their own learning, and what students learn from examples may differ from what faculty intend.

This workshop explores what is known about the principles and practices of using examples effectively. Participants are welcome to bring their own favorite examples to discuss with peers. The session will address these basic questions: What are the components of an effective example? What is the most effective way of using examples? What do students learn from examples?

Polishing the Diamond: Exploring an Instructional Framework to Create Expert Learners

Chris Lanterman, commission on disability access and design, Northern Arizona University
Grand Ballroom B, 5th Floor

Today's college students bring complex and multi-faceted experiences and abilities into our classrooms. How do we attend to this complexity in order to reveal the full capacity of each student? Universal design for learning (UDL) is an instructional framework that honors and responds to vast differences among learners, while retaining academic rigor. The goal of UDL is to create expert learners—learners who are motivated and purposeful, resourceful and knowledgeable, and strategic and goal-directed. This workshop will engage participants in experiences and dialogue to explore the ways in which the effective implementation of UDL can lead to meaningful and active learning among all students through challenging , rich, and flexible pedagogy. The most brilliant of diamonds are cut with the most facets. By applying the principles of UDL to our practice, we can help each of our students to shine. By the end of the session, participants will explore personal understandings of learner variability; analyze practical and structural barriers to

student success in college learning environments; examine the key characteristics of the UDL framework and their applications in higher education; apply principles and guidelines of the UDL framework to personal course design; and develop an action plan for implementing UDL in their own teaching.

3:00–8:00 pm (see details beginning on p. 10)

Poster Sessions
Napoleon Foyer, 3rd Floor and Borgne, 3rd Floor

3:30–4:30 pm

Introduction to The Teaching Professor Meeting for New Attendees
Gallery, 1st Floor

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

5:00–5:20 pm

Conference Welcome

Bill Haight, president, Magna Publications, Maryellen Weimer, founding editor, *The Teaching Professor* newsletter and professor emerita, Penn State Berks, and The Teaching Professor Conference Advisory Board
Napoleon Ballroom, 3rd Floor

5:20–6:30 pm

Opening Plenary Session

Understanding and Promoting Student Engagement in Today's Varied Teaching Contexts
Elizabeth F. Barkley, professor of music history, Foothill College
Napoleon Ballroom, 3rd Floor

A common challenge for many professors today is achieving persistent, high-quality student participation. In this plenary, we will explore a dynamic five-component model for understanding what student engagement means. We will use this framework to identify strategies for promoting and to recognize the practices that tend to disengage students. You will leave with a framework for understanding student engagement as well as a repertoire of practical and effective techniques for creating a course that fosters sustained attention and elicits students' best work in today's varied teaching and learning contexts.

6:30–8:00 pm

Registration Open—All Participants
Maurepas, 3rd Floor

6:30–8:00 pm

Reception, Poster Sessions, and Exhibitor Mingle

Napoleon Foyer, 3rd Floor and Borgne, 3rd Floor

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.

Academic Freedom in Classroom Discussions
Antija Allen, Pellissippi State Community College; Jason James, Wilmington University; and Anthony James, Miami University

Discussion is a staple in a classroom. Students and faculty become involved in learning through academic discourse creating a deeper understanding of content and exposure to new paradigms.

An Intervention to Support Self-Efficacy in the New Online Learner
Carrie Jarosinski, Mid-State Technical College

"Letters to Successors" is a student engagement intervention employed to support self-efficacy in the new online learner through frequent and consistent communication and feedback.

Designing A Rubric to Maximize Discussion Board Effectiveness
Debra Basil, University of Lethbridge

This rubric for online discussion postings has resulted in engaged student online discussion via three factors: students must incorporate others' postings; students must move the discussion forward with new information, including citation; and all postings must be professional and courteous.

Are You Ready to Transform Your Mindset? Traditional vs. Innovative!
Tracey Mays, Megan Fixen, and Nicole Wald, Minot State University

As higher education changes, faculty should consider a shift from a traditional to a modern mindset. The presentation will help with approaches to education, lecturing, and balancing work and life.

Beyond Pink Time: Exploring Possibilities of a Unique Classroom Activity
Boyce Durr, Radford University

Pink Time is designed to increase student motivation and self-regulated learning. The Pink Time assignment asks students to skip class, do something of their own choosing, and then complete a self-evaluation.

Breadth and Depth: Contextualizing History in a Flipped Classroom
Sarah Young, University of Louisiana at Lafayette

Help students see the big picture and the details in a content-heavy course. A flipped classroom uses homework-time for passive learning and class-time on projects and discussions to maximize face-to-face feedback and promote higher-order thinking skills.

Exploring the Impact of a Group Discussion Exam on Student Learning
Tracy Mainieri, Anna Bartos, and Benjamin Nyman, Illinois State University

Deep learning is an act of discovery where students question content for meaning, application, and connections (Bain, 2012). This presentation will share the results of a study that explored the impact of a group discussion oral examination (GDOE) on recreation student learning.

Facilitating Learning and Navigating Cultural Guides for First-Generation Students
Candan Duran-Aydintug, University of Colorado Denver

First-generation low-income students have lower college retention rates than other groups and research shows negative short-and long-term consequences of low retention rates. This study shows that "cultural guides" might be more effective than "turning points" in learning how to navigate institutions successfully and may actually be acquired via "small moments."

Faculty Don't Despair: Minimizing Bias in End-of-Course Evaluations
Ann Marie Ade, Embry-Riddle Aeronautical University, Worldwide

This session reports on a study recently completed at Embry-Riddle Aeronautical University, Worldwide, titled "Investigation of Gender and Faculty Status Bias in End of Course Evaluations."

Faculty Feedback: A Critical Analysis
Kelley Walters and Patricia Henry, Northcentral University

Transparent written feedback to doctoral students is essential to learning and preparation for the capstone. Providing students with clear and consistent feedback on scholarly written course work enhances the writing abilities of doctoral candidates and prepares them to write their final capstone.

Faculty Perceptions About Learner-Centered Teaching
Leslie Bachar, Research College of Nursing

The information presented features participant perceptions of the role of faculty and students in the classroom, faculty-student relationships, teaching strategies, and evaluation.

Using Instructional Media to Improve Student Learning Outcomes in Online Courses
Egbe Egiebor and Oluwakayode Adebowale, University of Illinois

The study investigates how different online instructional media can improve student learning outcomes in an online Environmental toxicology course. Understanding how learning outcomes are impacted by student engagement with different

online instructional media may assist instructors make informed decisions when selecting what type of instructional media to use in their online courses.

Forget the Course Paper: Have Students "Build" an App Instead!

Adrienne Isakovic, Rasmussen College

Innovative, no-cost, technology can be used to provide an engaging, alternative assessment requirement for students. This poster provides examples of the students' work, survey results, and lessons learned by the instructor.

Games as Repeated Quizzes Modalities: Going Beyond PowerPoint Jeopardy

Erin Malone, University of Minnesota College of Veterinary Medicine

Many games can be created cheaply and easily using existing learning management platforms, standard office materials, and/or using online sites to print materials. The poster shows several different games and the learning results obtained using games as compared to standard teaching techniques in our DVM program.

Gamification in Education

Gerard Cronin, Salem Community College and Christopher Cronin, Saint Leo University

Learners recall just 10% of what they read but remember 90% if they do the job themselves, even if only as a simulation. This poster presents the most effective uses of gamification, benefits to gamification in education, and game elements.

Developing Teaching Skills in Future Faculty Members Using Rubrics

Jane Reiland, Louisiana State University

As future faculty members, graduate teaching assistants (GTAs) vary in their expertise in teaching skills and confidence. We have used rubrics as a means to foster development of GTA instructional skills regarding writing assignments.

Growth and Development of a Faculty Mentoring Program

Elisa Konieczko, Weslene Tallmadge, and Emmett Lombard, Gannon University

Changes to faculty mentoring at Gannon University were made based on a climate survey. Mentoring activities now include peer teaching analysis, goal setting and scholarship workshops, writing retreats, and a revised new faculty mentoring process.

The Role of Faculty Development During Institutional Change

Kelley Walters, Northcentral University

Professionally trained faculty are able to use their time more effectively and are more apt to adjust to new technologies and pedagogical strategies. Learn how to support change initiatives through the design of courses on change management for leaders, faculty and front-line staff.

Implementing A Comprehensive Teaching Approach: Students Survey

Bisrat Hailemeskel, Howard University

This study reviews the use of a combined teaching methods in a 3-credit hour course to health professional students.

The teaching methods combined the traditional lecture with several other advanced active learning techniques such as team discussion, case-based learning, collaborative learning, and flipped classes.

It's Not Fair: Overcoming Inter-Rater Variability with Peer Marking

Jason Hall, University of Manchester

Peer marking supports learning by encouraging engagement and increasing exposure to different approaches to learning. It is more meaningful when it contributes to an overall grade but variation between markers can be unfair. This project employed comparative judgments to overcome the inter-marker variability.

Making Student Enhancement A Core Part of Program Development

Toni Fogarty, California State University, East Bay

The poster will define student engagement, discuss three interconnected dimensions of engagement, review the benefits of engagement, and present multiple techniques to enhance engagement.

Using Professional Development to Attract and Engage Online Nursing Faculty

Brinda McKinney and Dawn Archibold, Arkansas State University

This study explored how professional development in online teaching techniques, pedagogy, and tools affects the willingness of faculty to teach an online course; the delivery method of online courses; and the faculty satisfaction with online teaching.

Student Engagement in Health Science Classes

Deepani Tennakoon and Shazia Ahmed, Texas Woman's University

We describe a novel approach to engage health science students such as those in nursing in an experiential learning project. Student engagement is a critical component of long-term knowledge gain.

Novice to Expert Faculty Mentorship in a School of Nursing

Andrea Sullivan and Renée Anderson, Thompson Rivers University

Expert nurse-to-novice educator transitions can be challenging. Understanding the curriculum, the role of educator, adult learners, and orientating to a university can be new. Faculty have feelings of emotional detachment, a perceived lack of support, and overall hardship with role transition. Determining the ideal supports is challenging. We include a variety of activities to support new faculty and build a supportive culture.

Health Professions Interprofessional Education: A Pilot Study

Giuli Krug, Patricia Nelson, Amy Boyd, Ann Crawford, Michelle Hackney, Kristi Trammell, and Renee Turner, University of Mary Hardin-Baylor

This session highlights the results of a pilot health professions interprofessional education (IPE) experience with emphasis given to changes in student attitudes throughout the experience. Data will be presented related to emotional intelligence, readiness for and value of interprofessional collaboration, and qualitative reflections from students.

Perceptions of Teachers and Students Using an Active Learning Classroom

Chalice Jeffries and Mike Jeffries, University of Central Missouri

This session will review research designed to discover the perceptions of the students and professors using an active learning environment at the University of Central Missouri through the lens of adult learning theory

Promoting Student's Engagement and Sense of Community Through Applied Projects

Kimberly Crossman, California State University Monterey Bay and Elissa Mitchell, University of Southern Indiana

This poster focuses on instructional strategies, specifically applied projects that help promote engagement. The applied focus of the project forced students to increase involvement in the community, promoting behavioral engagement.

Redesigning Lectures to Improve Student Engagement and Learning

Frederick Tejada, University of Maryland Eastern Shore School of Pharmacy

Historically, students struggle with the concepts in "Intro to Drug Action" lectures as evidenced by their poor assessment performance. A redesign sought to improve this. The poster will describe the lectures redesigned details, provide data on student performance, and share student and faculty feedback.

Science Writing: A Tool for Increasing Environmental and Social Consciousness

Sujatha Krishnaswamy, Chandler Gilbert Community College

Our focus is how the twelve principles of green chemistry put forth by the American Chemical Society can be applied to design writing assignments that increase both student engagement and the ability to write without fear and anxiety. Results from assessment of writing samples will also be presented.

Strengthening Adjunct Support by Mobilizing a Customized Mentorship Program

Chercy Lott, Savannah College of Art and Design, Erin Freeman, The Art Institute of Atlanta, and Laura Huaracha, Carthage College

Providing a strong support for excellence in teaching can begin with an adjunct mentorship program. A high-quality customized induction mentoring program can help to accelerate the effectiveness of a new teacher. This will help to reduce the rate of attrition, improve the comprehension of support, and improve student learning in the long run.

The Impact of Regular Interaction with Repeater Students

Shanda Hood, and Josh Girshner, University of Arkansas

Data show that half of all students who have dropped/ failed Survey of Calculus or Finite Mathematics will drop/ fail again. To make connections and create a comfortable and open environment, repeater students met with the professor to complete a personalized academic improvement plan. We will address the impact of frequent student-faculty interaction with these at-risk students.

Tweet It! Using Twitter in and Out of The Classroom

Elissa Mitchell, University of Southern Indiana and Kimberly Crossman, California State University Monterey Bay

This poster will focus on the use of a Twitter assignment in four sections of two different social work courses. The purpose of the assignment was for students to learn to use Twitter in a professional (vs. personal) manner, and to engage with peers, others in the field, and course content to increase their knowledge of the subject matter.

Use Rubrics in Communication Intensive Courses to Provide Feedback for Freshman to Advanced Learners

Kyla Kazuschyk and Vijaikrishnah Elango, Louisiana State University

This poster will address how rubrics are used in courses that range from freshman to senior level art and STEM fields to provide feedback to students, how they promote students' positive attitudes in course content, and how they can increase students' eventual accomplishment of intended learning outcomes, including improved effective communication.

Using Success and Learning Networks to Create Learner-Centered Courses

Jacqueline Hill Tudor, Ohio University

Student success and learning networks (SSLNs) consist of individuals, such as student peer mentors or faculty/staff members, tasked with offering course resources to students within a given program or course. The resources within the SSLN are tailored to the program or course and may include assignment of a success coach, attendance at "Professor-Is-In" study hour, development of individualized academic success plans, attendance at open lab hours, and others.

Using Software to Promote Teamwork: Helping Your Teams Help Themselves

Jay Tombaugh and Cliff Mayfield, University of Houston - Clear Lake

The use of student teams in higher education is a valuable approach that potentially develops a highly regarded skill set critical for academic success. A web-based application, the Team+ Team Management System, has been developed to help student teams make the critical decisions and create the structure necessary for effective teamwork.

What do the Students Say? Participants' Reflections on Team-Based Learning

Judi Bradetich, University of North Texas

Learners' perceptions of courses are gathered using the Critical Incident Questionnaire (CIQ) (Brookfield, 2006). CIQ's administered in UG human development courses and Team-Based Learning (TBL) workshops confirm the findings of TBL proponents: students feel more engaged with each other and course content, they find themselves thinking more critically, and appreciate opportunities to hear from peers in TBL courses.

Reflections on Community Based Learning from Interdisciplinary Perspectives

Courtney Grim and Bridgette Slavin, Medaille College

This poster showcases two campus-wide, interdisciplinary

learning communities with immigrant/refugee populations; engaging students ranging from freshmen to seniors in high impact experiential learning practices through co-curricular activities, course assignments, and hands-on community events.

What Your Students Expect: Instructional Technology for Diverse Learners

Brandon Simmons and Paul Springfield, Auburn University

From Learning Management Systems to lecture capture/distribution, faculty have exciting opportunities to engage with students at a new scale. Yet, many do not fully utilize technology to enhance learning. Grounded on the SAMR model and student survey data, our session provides a unique perspective on what students expect from their classes, offers ways to increase peer-to-peer interaction within the LMS, and recommends tools beyond the LMS to promote student feedback and engagement.

Who Am I? Strategies for Teaching about Power and Privilege

Heather Van Mullem, Lewis-Clark State College

Creating a classroom environment that facilitates and supports discussions about sensitive topics can be challenging. Using sport as the context, this poster will introduce a teaching strategy that attempts to encourage self-reflection and dialogue about the impact of social classifications on power and privilege in American society.

8:00 pm

Dinner and evening on your own

SATURDAY, JUNE 8

7:30 am–2:00 pm

Registration Open
Napoleon Foyer, 3rd Floor

7:30–8:30 am

Continental Breakfast
Napoleon Ballroom, 3rd Floor

8:00 am–5:00 pm

Exhibitor Displays Open
Napoleon Foyer, 3rd Floor
Stop by and say hello to our exhibitors and learn about their products and services.

8:00 am–5:00 pm

Attendee's Lounge brought to you by Stylus, Worldwide Navigators, Magna Publications, and The Teaching Professor Membership
Armstrong Ballroom, 8th Floor
Looking for a charging station, a place to check email, or a comfortable seat to recharge before the next session? The lounge has outlets, tables, and chairs for you to use any time during the conference.

8:45–9:45 am

60-Minute Sessions

LEARNER-CENTERED COURSE DESIGN

Democratic Strategies: Empowering Real-World Competencies through Learner-Centered Education

Eric Kyle and Harsha Sharma, Nebraska Methodist College
Audience: Is new to this topic
Length: 60 Minutes
Rhythms 3, 2nd Floor

Democratic education (D.Ed.) approaches are learner-centered strategies that can empower instructors and students to work together to promote student responsibility for learning, critical thinking, collaboration, and motivation. By incorporating student voice into class decisions, students develop key leaderships skills that prepare them for the real-world. This session will therefore help participants to learn more about D.Ed. strategies by facilitating their democratic engagement with D.Ed. resources and processes. By the end of this session, participants will be able to: state the importance of developing students' critical thinking, leadership, and collaboration skills; identify general strategies that can develop these competencies; and articulate how D.Ed. approaches can be used to develop these competencies.

STUDENT ENGAGEMENT

Peer-led Interactive Multiple-choice Question Sessions

Lucy Clunes and Mark Clunes, St George's University
Audience: Is new to this topic
Length: 60 Minutes
Rhythms 1, 2nd Floor

Clinical vignette style multiple-choice questions are one of the main methods of assessing medical student knowledge in U.S. based medical schools and are used extensively by the National Board of Medical Examiners for licensure examinations. The ability to write a good quality MCQ requires deep understanding of the basic science principles and their application to clinical

scenarios. However, in basic science courses one of the main challenges with faculty-led item writing is the bias for items to be written to illustrate basic science course content rather than authentic and common clinical vignette scenarios. We developed a novel student-led approach for writing and presenting MCQs in a live interactive session. We will demonstrate our training process for writing a conceptually advanced MCQ that focuses on application of knowledge rather than simple association and recall, demonstrate the required flow of information in a standard vignette and how knowledge of that information flow allows the reader to triangulate a diagnosis/answer for the item.

TEACHING SPECIFIC TYPES OF STUDENTS
Giving First-Generation Students the Tools They Need to Succeed
Joe Scozzafava and Debbie Cunningham, Thomas College
Audience: Is new to this topic
Length: 60 Minutes
Rhythms 2, 2nd Floor

Do you want to increase your retention of first-generation students by more than 10%? Do you want to improve their graduation rate by 8–13%? Would you like to equip your first-generation students with the tools to manage the transition to college, tackle academic coursework, navigate campus resources, and prepare for internship and career opportunities? In this session you will discover how Thomas College's intensive first-year EDGE program has proven effective over its nine-year history. Participants will learn how to develop and deliver compressed academic courses, improve student use of tutoring and academic coaching services, select useful workshop topics, and coordinate a pre-fall term intensive.

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED
The Best Teaching Advice I Ever Received
Ken Alford, Brigham Young University
Length: 60 Minutes
Grand Ballroom A, 5th Floor

Wouldn't it be fun if you could gather a group of highly successful, knowledgeable, motivating, and enthusiastic teachers together and ask them to share with you their best advice about how you can become a truly outstanding teacher? Well, this presentation is the next best thing. Ken has been collecting "Best Teaching Advice" from outstanding teachers for many years, and we'll have an opportunity to discuss their counsel and suggestions together. See you there!

NEW FACULTY
Best Practices for Preparing Students for the Workforce through the Integration of Practice and Theory by New Faculty
Ashley Parks, California Baptist University
Audience: Is new to this topic
Length: 60 Minutes
Bayside A, 4th Floor

New faculty transitioning from working as experienced professionals in business or practical settings to part-time or full-time careers in academia have a unique opportunity to relate theory to practice and bridge the gap between the classroom and professional world. Specifically, faculty members transitioning from practice to academia as well as new faculty with some practical experience should leverage new teaching and assessment methods that approximate professional experiences and prepare students for practice. Multiple tools and approaches including active learning, constructivism, and adult learning approaches are available for building assignments, activities, and assessments that prompt students to practice and master competencies they will use in the workplace.

GRADING AND FEEDBACK THAT PROMOTES LEARNING
Best Practices for Integrating Feedback into Teaching and Scholarship
Alessandra Sarcona and Dara Dirhan, West Chester University
Audience: Has some experience with this topic
Length: 60 Minutes
Oak Alley, 4th Floor

Providing quality feedback on students' assignments is integral to enhancing student learning. As educators who provide feedback regularly, it is important to know how this feedback is best received by students, and to evaluate our own preference for provision of feedback. The use of technology has broadened the feedback topic. A study was conducted in a professional skills course to evaluate students' and instructors' preferences for audio versus written feedback, and this data was intersected into teaching and scholarship practices. Results of this study reveal the pros and cons of each type of feedback and will advise attendees on the most effective way to provide feedback. We also will discuss how faculty can evaluate feedback practices in their own courses to improve teaching and learning strategies.

SUPER TRACK: TEACHING AND LEARNING WITH TECHNOLOGY
Demystifying Video Production in the Classroom
Aaron AuBuchon, Webster University
Length: 60 Minutes
Waterbury, 2nd Floor

Recent research suggests that students who use video production tools and techniques to report findings in the classroom will be more engaged in the material, go deeper in their research, and retain more in the long run than students who only write papers. But inexperienced faculty often find the idea of encouraging or even requiring video reports to be daunting at best. The goal of this session it to show the value of video production as a method of reportage, to examine ways to frame assignments that make them valuable in that context, and the demystifying of basic production techniques. Participants will engage with the presenter in the making of a real video, and will be given access to all media files, rubrics, and other resources to work with outside of the presentation.

SUPER TRACK: TEACHING AND LEARNING WITH TECHNOLOGY (ONLINE TEACHING)
The "Sandwich" Approach to Online Classroom Feedback: Feedback So Good Your Students Will Gobble It Up
Katie Sprute, Crystal McCabe, and Kimber Underdown, Grand Canyon University
Length: 60 Minutes
Bayside BC, 4th Floor

Instructors spend a great deal of time offering feedback to students, only to discover that feedback has not been reviewed. Why aren't students viewing or applying feedback from instructors? Through the use of free and easy to use tech tools, instructors can ensure their students access feedback. By altering the tone and message in feedback, faculty can increase the likelihood students will access feedback on subsequent submissions as well. This session will help to bring awareness to these technologies as well as highlight ways faculty can make minor adjustments to the wording in their feedback. These adjustments will ensure faculty are promoting student growth while also recognizing achievement that will increase the outcomes of all students. In this session, participants will use new technologies to make assessment more relevant for students; identify ways to save time, while encouraging greater student engagement with assessment results; pair free technologies (app smash) to add value to online learning management systems and assessment within those systems and practice showing recognition to students who are meeting or exceeding expectations; understand the importance of applying the "sandwich" approach as well as recognition in the online classroom, with regards to student outcomes; and make an action plan for using these free technologies (or others like them) as well as the "sandwich feedback approach" in their own classrooms.

SUPER TRACK: TEACHING AND LEARNING WITH TECHNOLOGY
Student Response Systems: A Hands-on Exploration and Tutorial
Cassy Cozine, Coe College
Audience: Is new to this topic
Length: 60 Minutes
Grand Ballroom B, 5th Floor

Instructors report that a major challenge to adopting any new pedagogical tool in the classroom is the training required for effective implementation. Get hands on experience on how to use four, free student response systems (SRS). Best practices regarding effective implementation of SRS, as well as strategies for using SRS to decrease student anxiety and enhance group work will also be discussed. The workshop will actively demonstrate SRS so that participants gain experience from the respondent/student perspective. Participants will also work in groups to develop a short assessment using one of the SRS demonstrated during the presentation to gain experience from the delivery/instructor perspective. The goal is to provide participants with active engagement with and direct use of SRS so they may more comfortably integrate them in their own classrooms.

SUPER TRACK: FACULTY DEVELOPMENT
New Faculty Academies: Characteristics, Best Practices, and Lessons Learned
Susan Hill, University of Northern Iowa
Audience: Is new to this topic
Length: 60 Minutes
Grand Ballroom C, 5th Floor

There are numerous books and articles about new faculty success, yet there is scant research about the role of the cohort-base New Faculty Academy programs in that success. Numerous colleges and universities offer versions of a New Faculty Academy to assist new hires as they adjust to faculty positions. An analysis of the characteristics of such programs shows that they vary by format, eligibility of faculty, topics addressed, and forms of institutional support. After a brief exploration of the similarities and differences of over 30 of these programs, the presenter will share research on, and lessons learned as the facilitator of, a unique, semester-long New Faculty Colloquium. Together, we will explore the benefits and challenges of these programs and work together to develop strategies for gaining institutional support for cohort-based new faculty programs.

SUPER TRACK: FACULTY DEVELOPMENT
Modeling Universal Design for Learning (UDL) Principles in Faculty Development
Bethany Lisi, University of Massachusetts Amherst
Audience: Has some experience with this topic
Length: 60 Minutes
Grand Ballroom D, 5th Floor

Universal Design for Learning (UDL) is an instructional framework that emphasizes a curriculum comprised of: goals with appropriate challenge; materials that incorporate multiple representations of content; activities that are flexible and engaging; and assessments that instructors can use to make ongoing adjustments to increase the learning of diverse students (Burgstahler, 2015). The implementation of UDL in the college classroom yields positive results, but what about UDL in faculty development programs? In this session, we will: provide an overview of the three principles of UDL; share how we incorporated the UDL principles and curriculum format to a year-long orientation for new faculty; and offer opportunities for participants to experiment applying the UDL principles to developing their own faculty development workshops.

SUPER TRACK: TEACHING HEALTH SCIENCE MAJORS
Developing Critical Thinkers Through the Use of A.V.I.D Discussions
Maria Young, Indiana University Northwest
Audience: Is new to this topic
Length: 60 Minutes
Grand Ballroom E, 5th Floor

An inability to think critically has been linked to errors of judgment which lead to patient death. As online learning becomes more common and is used to supplement a limited clinical learning environment, a growing challenge is engaging students and developing critical thinkers. For schools of nursing a common essential outcome for their programs is the ability to develop critical thinkers, yet the strategy of post clinical discussions used to support that development faces growing problems. It is thought that active, varied, interesting, and open-ended discussions (A.V.I.D) have the potential to support the reflection process and increase student critical thinking. Attendance in this session will provide participants with a useful definition of critical thinking and an opportunity to create an A.V.I.D discussion question.

Community Partnerships Foster Professional Student Engagement, Purpose, and Growth

Melissa Becker, Lisa Colvin, Anna Fox, and Erin Pearce, Tarleton State University
Audience: Is new to this topic
Length: 60 Minutes
Grand Chenier, 5th Floor

Developing partnerships outside the walls of the university classroom is vital to the success of university programs. Allowing students to have authentic experiences in the context of their chosen profession and also make connections with those who can mentor them is valuable. The development and maintenance of partnerships is essential to programs which strive to make professional growth meaningful. Our experiences in the development and growth of a variety of community partners has strengthened our program and provided our students with irreplaceable opportunities. Students consistently report that their feelings of confidence and professional preparation are directly linked to their high level of engagement during their clinical experiences in our partnership settings.

8:45–10:00 am

20-Minute Mentor Sessions

Nottoway, 4th Floor (2 sessions)
1. How can exams, activities, and course objectives align through backwards design?
Erin Malone, University of Minnesota

Backwards design is an effective way to design classes, courses and curriculum. Backwards design is essential for any field that has too much content, requires students to think and analyze versus just memorize and for new instructors not given much direction on what or how to teach. We will use the 20 minutes to develop a complete class unit for a session participant. Using backwards design, we will explore expected outcomes, develop linked objectives, design test questions and develop the class session activities and knowledge requirements. By designing from the examination backward, instructors can ensure the test is relevant and that students are ready for the test. Participants will be ready to repeat the process for their own sessions and/or be able to help others do the same.

2. How can you design a course that empowers students with well-structured opportunities for input and agency?
Katie Shrieves, University of Massachusetts - Lowell

When students have the opportunity to make meaningful choices within a course, they may feel more connected with the content, more invested in the learning community, and more motivated to work hard. Yet choice equals control, and ceding control can feel uncomfortable for professors. Choices also need to be presented effectively; faced with an infinite array of possibilities, students may be overwhelmed. In this session, you will explore practical, easy-to-implement ways to empower students through well-structured opportunities for student input

and agency. Drawn from both online and traditional classes, examples include collaboratively-authored course policies and rubrics, student-chosen reading schedules and textbooks, student-directed in-class activities, and open-ended assignments.

Gallery, 1st Floor (2 sessions)
1. How can I design optional professional development that faculty want to attend?
Lydia Mantis, National Louis University

"Lunch and learn" sessions are great in theory but can be challenging to pull off successfully. We'll share some tips and tricks (and what not to do) from our first year launching this kind of professional development series for undergraduate faculty at our university. We'll share how we learned to pick the right topics, flip the model, engage faculty, and keep them coming back for more (spoiler alert: cookies help!)

2. How can educational development teams use multiple approaches to support contingent faculty?
Trudi Mason, Lethbridge College

Contingent faculty are crucial to student success at many institutions. Most give unconditionally to the profession and yet they often receive little support from the institution. Many have other jobs and/or careers and only have precious time to commit to development of their teaching practice. Engaging these instructors in meaningful professional development can be a challenge. At Lethbridge College, we have developed a flexible model for helping contingent faculty engage with the Educational Development Team to grow their practice. Discover a unique approach to faculty development that combines online programming, blended courses, and bites of learning to create an accessible, effective model. These instructors have so much to give to our students, our goal is to support them in multiple ways to meet them where they are.

Borgne, 3rd Floor (2 sessions)
1. How can test reflections improve student learning?
Laura Wheeler Poms, George Mason University

Test reflections are designed to help students engage in meta-cognition to improve how they prepare for tests, with the goal of increasing content retention. After the first test, the target learning outcomes for the test are discussed. Students are asked to reflect on their performance and evaluate how they prepared, so they can adjust their study habits in the future. To assess preparation, students review a provided list of techniques. More effective learning and retention techniques are marked and the value of each is discussed. Students then review the list of concepts assessed by the test and note where they lost points. The reflection concludes by asking students to specifically discuss two things they will do differently to prepare for the next test as well as to list three things that help their learning and three things that the instructor could change to improve learning.

2. What is trauma informed pedagogy and why do we need it in the college classroom?
Neva Cramer, Schreiner University

This session provides the foundation information for understanding the learning environment needs of low

socioeconomic status students and the changing role of the teacher in the current culturally and economically diverse college classroom. Based on the research of current educational leaders and the presenter, college professors have the potential to transform learning for high poverty students through the use of trauma informed pedagogy.

10:15–11:15 am

60-Minute Sessions

LEARNER-CENTERED COURSE DESIGN
Designing for Equity: Putting Social Belonging and Mindset Interventions into Practice
Caralyn Zehnder, University of Massachusetts Amherst; Julia Metzker, Stetson University, Cynthia Alby, and Amy Burt, Georgia College
Audience: Is new to this topic
Length: 60 Minutes
Waterbury, 2nd Floor

Many women, students of color, and first-generation students feel that they don't belong in their classes or that one poor grade means that they're doomed to failure. Professors can support these students' success by using research-based social belonging and mindset interventions. Students who feel a sense of social belonging feel welcome and accepted in their classes. Mindset interventions help students develop a growth mindset where they believe that their intelligence can be increased with effort and learning. Relatively simple and easy targeted interventions can be used in any class to help all students feel that they belong and help all students feel motivated and engaged. Participants in this session will leave with specific techniques that they can apply in a range of classes as part of their inclusive teaching practices toolbox.

STUDENT ENGAGEMENT
Putting Students in the Driver's Seat: Equip, Empower, Energize
Cathy Box, Lubbock Christian University
Audience: Has some experience with this topic
Length: 60 Minutes
Rhythms 1, 2nd Floor

Students often enter college underprepared, lacking the metacognitive skills needed to regulate their own learning as they are faced with the rigors of higher education. There are easy-to-implement, practical strategies that faculty can use to equip and empower students in their own learning, putting them squarely in the driver's seat. Proficient self-regulation by students results in deeper learning, higher achievement, and increased engagement and motivation, equipping them for success in the classroom and beyond. This session will provide concrete strategies that can be used to develop metacognitive acuity in students based around three fundamental questions: Where am I going?, Where am I now?, and How do I close the gap?.

TEACHING SPECIFIC TYPES OF STUDENTS
Universal Design for Improving Student Learning…Not Just for Deaf Students
Denise Kavin and Donna Lange, National Technical Institute for the Deaf at the at Rochester Institute of Technology; and Sam Catherine Johnston, CAST, Inc.
Audience: Is new to this topic
Length: 60 Minutes
Rhythms 3, 2nd Floor

Experience what it is like to be a deaf or hard-of-hearing student in a college classroom, followed by a discussion on the challenges deaf students face and the Universal Design for Instruction (UDL) principles that could be used to improve the instruction and learning not only for the deaf student but for all students in the class. Online resources to improve existing teaching practice developed by DeafTEC an NSF National Center of Excellence will also be presented. Participants will leave the session with a "Plan for Change" listing one or two practical, easy-to-implement strategies to help improve the learning for all students.

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED
Lighting Fires for Lifelong Learning: Strategies To Revitalize Your Teaching
Kelly Hester, Katelin Lisenby, Kristi Kelley, and Dana Carroll, Auburn University Harrison School of Pharmacy
Audience: Has some experience with this topic
Length: 60 Minutes
Grand Ballroom C, 5th Floor

All professions require certain abilities and skills to demonstrate competence. As new information rapidly evolves, lifelong learning is essential. This session will share experiences in designing innovative activities that model and develop lifelong learning skills in internships but are adaptable to didactic coursework. Learner-centered activities are enhanced with independent practice opportunities and discussion-based faculty feedback. Self-directed, case-based active learning can improve problem solving. Modeling self-directed learning prepares students to become independent problem solvers and encourages professional development. Participants will learn strategies for developing and implementing activities with an emphasis on independent learning, professional relevance, critical thinking skills, growth in abilities and confidence, and fostering lifelong learning.

NEW FACULTY
New Faculty Needs
Wanda Humphrey, Athens State University
Audience: Is new to this topic
Length: 60 Minutes
Nottoway, 4th Floor

"Is there a minority student services office on campus?" "Does the campus have a writing center?" "I get a tsunami of questions from students in my class each day. What am I doing wrong?" "What is the promotion process?" This is a snapshot of the life of new faculty trying to navigate the critical first year in higher education. A clear understanding of takeaway topics is needed to ensure a smooth transition to a new college campus including:

culture of the campus and student population; administrative faculty support; work-life balance and boundaries; and assignments, feedback, grades, and grievances. All expectations and procedures should be clear to the faculty, and conversely, the institution must be committed to support, mentor, and develop novice faculty. This session is appropriate for new faculty and administrators.

Post Exam Reviews: Powerful Pedagogy
Maria Marconi, University of Rochester
Audience: Has some experience with this topic
Length: 60 Minutes
Oak Alley, 4th Floor

There is no more anxiety-producing aspect of teaching for new and experienced faculty than reviewing results of a standardized exam with a class of students for whom test grades are paramount. Despite tension that may occur when reviewing exam questions and answers with students who believe that their answers should be accepted, a well-designed post-exam review built into the course as teaching time is a critical assessment and teaching strategy. In class exam reviews are an opportunity for students to identify and correct knowledge gaps. This also promotes metacognition by teaching students how to differentiate between correct, incorrect, and often related, concepts. This interactive presentation explores course design which integrates post-exam reviews as active classroom learning, which results in both faculty and student satisfaction and deeper student learning. *This session repeats at 3:45.*

The Impact of a Learning Philosophy Assignment
Neil Haave and Kelly Keus, University of Alberta, Augustana Campus
Audience: Is new to this topic
Length: 60 Minutes
Bayside A, 4th Floor

Metacognition, thinking about your own thinking, has the potential to improve students' learning outcomes; therefore, teaching students how to be metacognitive may be a useful tool for educators. We used a learning philosophy assignment (LP) to prompt metacognition in undergraduate science students. The LP asked students to consider what, why, and how they learn. We were interested in how the LP influenced students' specific and general learning outcomes. We measured specific learning outcomes as midterm and final exam grades, and we measured intellectual development as a general learning outcome. Our results suggest that the LP impacts learning outcomes dependent upon how far students have progressed in their degree program. First-year students may see an improvement in intellectual development whereas second- and fourth-year students may see an improvement in exam marks.

Building Community in the Online Classroom
Tami Micsky, Mercyhurst University
Audience: Is new to this topic
Length: 60 Minutes
Bayside BC, 4th Floor

Higher education continues to face an increased use of distance education course delivery. To remain current, educators must learn techniques and pedagogical approaches that complement the online environment and encourage the creation of vibrant communities of learning. Educators can find value in the Community of Inquiry (CoI) framework as a format for distance course design and evaluation. This interactive presentation engages attendees in deliberations relevant to the value of building community within the online classroom and utilizes three major concepts: teaching presence, cognitive presence, and social presence. Participants will gain an understanding of the three elements of the CoI, will have the opportunity to offer insights about creating a sense of community, and share personal experiences with community the online classroom. Participants will create a plan for encouraging a community of inquiry in their classrooms.

Game-based Elements for Motivation and Engagement
Kristin Ziska Strange, University of Arizona
Length: 60 Minutes
Grand Ballroom A, 5th Floor

For decades, game designers have studied what engages people and have created specific elements that are used to pull in players and make them come back. How can we use these in our courses? Do I have to completely redesign my class? What technologies do I need to learn? This session will give you a very high overview of gaming in higher education classrooms and will outline several ways you can use game-based elements and technologies to encourage student engagement and motivation within your course. It will focus on quick, easy applications that will allow you to explore the idea of game-based elements without the gaming addiction or hours of learning to code. By the end of this session, you will be able to discern the difference between gamification, game-based, and gameful learning; you will be able to describe at least two low-stakes game-based methods that can be used in a course to increase engagement and motivation; and you will have a better understanding of how game-based methods can help students improve soft skills and critical thinking techniques for a better academic experience.

Blogging as a Tool for Learning the Research Process
Daniel Kotzin, Medaille College
Audience: Is new to this topic
Length: 60 Minutes
Grand Ballroom B, 5th Floor

It is challenging to teach the disciplinary tools for research in a way that focuses on process. In this interactive session, explore how a class blog can address this challenge by providing a mechanism for enhancing students' learning experience when it comes to conducting research. By sharing the approaches implemented in two different history courses, this session provides effective models for creating a class blog where students blog about their research using online digital resources throughout the semester and receive regular feedback from

both the instructor and their classmates. The overall goal is to demonstrate how the tool of a blog can engage students in research as a process and enable them to receive continuous feedback in that process, and how participants can incorporate a blog into their own classes.

SUPER TRACK: FACULTY DEVELOPMENT

GROWTH: Initiating a Formalized Faculty Mentoring Program
Yojanna Cuenca-Carlino, Stacey Jones Bock, Tara Kaczorowski, Stef Gardiner-Walsh, Allison Kroesch, Krystal Lewis-Pratl, Ashley Wolinski-Norton, and Luminita Hartle, Illinois State University
Audience: Has some experience with this topic
Length: 60 Minutes
Grand Ballroom D, 5th Floor

Research has identified many benefits when faculty participate in professional development and mentoring opportunities. When faculty at all levels come together to learn about teaching, learn about learning, and reflect on their practices, they can identify strengths, improve their effectiveness in the classroom, and develop a strong sense of collegiality. We will share lessons learned from the GROWTH Mentoring Program, now in its second year of implementation. In this program faculty teamed up to participate in peer observations, teaching video analysis, workshops on a variety of topics in higher education, writing days, and self-reflection. Faculty reported self-awareness of teaching behaviors, idea generation for effective teaching, collegiality, and increased competency in giving and receiving feedback based on video and live observations.

SUPER TRACK: FACULTY DEVELOPMENT

Teacher as Coach/Mentor: Strategies for Deep Learning Outside the Classroom
Susan Robison, Professor Destressor
Audience: Is new to this topic
Length: 60 Minutes
Rhythms 2, 2nd Floor

How do you structure out-of-class learning opportunities when you meet with students to direct their research or to advise/mentor them about their class performance? This practical, interactive workshop based on the ASK model (Assess client motivation, Set a collaborative agenda, Keep success continuous) will help you provide such a structure and produce the kind of deep learning our students long for. Participants will practice skills in dyads and then shape a facilitator/volunteer demonstration using the following skills: Assess the client's agenda and motivation for learning, Set an agenda for coaching/mentoring sessions, and Keep success on track by designing a learning plan that matches interventions to the students' needs, preventing obstacles, problem solving about difficulties, and planning accountability including referrals to campus resources such as writing centers.

SUPER TRACK: TEACHING HEALTH SCIENCE MAJORS

Teaching Undergraduates Quality Improvement and Patient Safety
Musheera Anis Abdellatif, Becky Wolff, and William Schweinle, University of South Dakota
Audience: Is new to this topic
Length: 60 Minutes

Grand Ballroom E, 5th Floor

One of the most critical issues facing the Healthcare system is Patient Safety (PS). According to the Institute of Healthcare Improvement (IHI), engaging all healthcare staff at all levels of the organization is crucial for implementation of strategies enhancing PS and Quality Outcomes. The health science (HSC) students at the University of South Dakota are required to take the course Patient Safety as part of their core curriculum. The challenges of working with students who have no prior experience in clinical work is overcome with the utilization of many active learning activities that enhance the learning environment. The completion of the requirements for IHI's Basic Certificate in Quality and Safety is mandatory. In this presentation, we explore the innovation and challenges of teaching these concepts to undergraduate HSC students.

SUPER TRACK: TEACHING PROFESSIONAL MAJORS

Effective Strategies for Using Technology to Maintain Program Accountability in University Professional Preparation Programs
Margaret Noe, Southeast Missouri University
Audience: Has some experience with this topic
Length: 60 Minutes
Grand Chenier, 5th Floor

The session includes a discussion of the use of technology to prepare candidates enrolled in a professional preparation program and to create a program accountability system. The presenter shares her experience using technology to teach education law to aspiring school leaders who are seeking certification and licensure. The presenter will demonstrate how universities can use technology to design and implement a comprehensive preparation program for professionals; assess, track and document candidate performance; and provide for a systematic evaluation process for program accreditation and accountability.

10:15–11:15 am

20-Minute Mentor Sessions

Gallery, 1st Floor, (2 Sessions)
STUDENT ENGAGEMENT

1. How can board games help facilitate traditional lecture by promoting student engagement?
Michelle Ginn and David Palomino, North Florida Community College

Presenting the course objectives in a fun and engaging way can be a daunting task for any instructor. Providing the material in a new and motivating format is key to successful student learning. With the use of board games, students are inspired to use critical thinking skills, problem-solving skills and to identify concepts covered in the framework of the course. This presentation suggests the uses of various board games in a traditional classroom to help facilitate student engagement. Numerous board games can align will different subject areas.

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING
FRESH AND INVIGORATED

2. How can I replace text heavy research course materials with Open Educational Resources and contribute to the OER movement?
Michelle Kruse-Crocker and Nicolas Pares, University of Denver

This session will illustrate the use of OER materials based on our revision of a course entitled Research Practices and Applications for graduate students. Participants will learn about how to find OER materials, what the Creative Commons copyright symbols mean, and how to incorporate created materials into class and add to the body of Open Educational Resources for other faculty. Using OER allows students to save money and time by having materials at their fingertips and on-demand.

11:30 am–12:30 pm

Lunch
Napoleon Ballroom, 3rd Floor

12:45–1:45 pm

60-Minute Sessions

LEARNER-CENTERED COURSE DESIGN
Preparing Students for Success in Life Outside Your Classroom
David Betancourt, Cerritos College
Audience: Is new to this topic
Length: 60 Minutes
Waterbury, 2nd Floor

Teacher training is often times discipline specific. Future teachers are not taught how to support or facilitate success beyond the classroom. This session focuses on empowering faculty to teach beyond their disciplines towards student success in life. Expansive teaching practices that include the concepts associated with habits of mind, growth mind set, learning dispositions, and grit will be explored. Attendees will share philosophies on the purpose of teaching and the impact the purpose has on learning; learn and share teaching practices that expand beyond a subject area; and explore the possibility of teaching about life success through their discipline.

STUDENT ENGAGEMENT
Who Are You, and Why Are We Here?
Debora Dragseth and Kevin Moberg, Dickinson State University
Audience: Is new to this topic
Length: 60 Minutes
Rhythms 1, 2nd Floor

This interactive and research-based session will present three cross-disciplinary ideas for engaging students in class from the first day forward: participants will learn how two professors from different fields build classrooms as communities; participants will be shown four activities that engage students emotionally with each other, cognitively with the course topic, and behaviorally with expectations for classroom participation; and participants

will see a clear positive connection between engaged faculty and engaged students throughout the semester—investing in caring relationships has been shown to be a key success factor for student achievement.

STUDENT ENGAGEMENT
Interactive Lectures: A Pedagogy of Engagement that Works!
Claire Howell Major, The University of Alabama
Length: 60 Minutes
Bayside BC, 4th Floor

Educators today would be hard pressed to identify a teaching technique more heartily maligned than the lecture. Critics have called lectures boring, obsolete, old-fashioned, overused, and even unfair. Scholars have declared lectures the losers of the pedagogical cage match with active learning. The criticisms, however, often are leveled at one type of lecture: the full-session, transmission-model lecture. Moreover, researchers have most often compared full-class transmission lectures to lectures interspersed with active learning strategies, and it is the latter that is the more effective approach. Interactive lecturing is a model for combining lectures and active learning techniques in a way that can engage students and improve their learning.

TEACHING SPECIFIC TYPES OF STUDENTS
Same Path, Different Shoes: Educational Journey for Students with Autism
Joy Shytle, Ohio University Southern and Kelly Vacca, Ohio University Lancaster
Audience: Is new to this topic
Length: 60 Minutes
Oak Alley, 4th Floor

Academic institutions are seeing students on the Autism Spectrum in greater numbers on all types of campuses. While many of these students are academically capable of completing the curriculum, they may struggle in the classroom, dorm or social environments. This session helps faculty and staff become familiar with common struggles of students with autism, resulting in smoother and more effective learning for the student, their classmates and the faculty. We will explore the diagnosis, their experience, and offer effective techniques for helping these students succeed. University faculty and staff, guidance counselors, teachers, and all personnel interacting with students with Autism would benefit from this session.

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING
FRESH AND INVIGORATED
Revamp Your Review!
Tara Vanderveer, Nunavut Arctic College/Dalhousie University
Audience: Has some experience with this topic
Length: 60 Minutes
Rhythms 2, 2nd Floor

Is your game show quiz getting a bit old? Learners not appreciating your cleverly-named categories? Well there is hope! To solidify concepts and understanding, learners need to engage with material in a variety of ways, and usually many times. One such occasion might be the during the exam review session that your learners inevitably ask for. In this workshop we will discuss, demonstrate and provide instructions for a variety of ways to revamp the review process to make it not only more

enjoyable, but also increase its efficacy for your learners. So, while we all love classic game shows, it is time they retired from your classroom and that you move forward with a toolbox (literally, there is a toolbox involved in this session) of review strategies that work. Whether reviewing information for an upcoming exam, or reviewing yesterday's lecture, it is time to revamp your review!

NEW FACULTY

Real-World Teaching Application of Educational Theories in Teaching

Donna Michele Ellis and Jeannie Harper, Loyola University New Orleans
Audience: Is new to this topic
Length: 60 Minutes
Nottoway, 4th Floor

Teachers may be content experts, but they do not always have a formal background in education. In this session, we explore four education theories that are applicable to higher education students, from typical, college-age young adults, to older adults returning to school. Understanding how learners think and perceive the world helps to tailor teaching and learning more effectively, and can assist the teacher in identifying students' needs, designing courses and choosing evaluation methods. The theories that will be explored are helpful in tailoring teaching to students' cognitive developmental levels and applying a learner-centered approach to teaching. In order to better understand the educational theories used in this session, a variety of teaching and learning strategies will be applied.

GRADING AND FEEDBACK THAT PROMOTES LEARNING

Feedback with Excellence: Written Response as Conversation

Sandy Vandercook, Leavell College
Audience: Is new to this topic
Length: 60 Minutes
Rhythms 3, 2nd Floor

Many students see teachers as "comma cops" because of the nature of the feedback teachers write on students' papers. When teachers approach grading from this perspective, they give students the impression that writing is a one-way process: students write, and teachers correct. A better perspective is for teachers to use written feedback as a conversation. Teachers who approach writing from an instructional/conversational model rather than from a deficit model provide comments which help students have more control over their revisions. In this session, teachers will recognize the importance of using feedback as the basis of a conversation between writer and reader rather than between student and teacher. Once participants understand this concept, they will practice identifying the types of comments that lend themselves to this model.

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

Advancing Your Scholarly Teaching into Scholarship of Teaching and Learning

Cynthia Haynes, Sara Marcketti, and Ann Marie VanDerZanden, Iowa State University
Audience: Is new to this topic
Length: 60 Minutes
Bayside A, 4th Floor

SoTL involves framing a research question related to student learning and systematically investigating it. The research methodology may include qualitative and quantitative data collection as well as direct and indirect measures. Data analysis may take multiple forms as well. Similar to disciplinary focused research, an important end goal of SoTL is to communicate research findings with members of the professional community so they in turn can build on the work and advance the practice of teaching beyond an individual classroom. The learning goal for this session is to outline a framework and provide a stepwise process to guide faculty in developing a SoTL project. Specific goals for participants include: identify a researchable question; develop a framework and protocol for data collection; and create a SoTL project timeline including completion milestones.

SUPER TRACK: TEACHING AND LEARNING WITH TECHNOLOGY (ONLINE TEACHING)

Student Engagement in the Online Learning Environment

Dixie Abernathy, Queens University of Charlotte
Audience: Is new to this topic
Length: 60 Minutes
Grand Ballroom A, 5th Floor

This session provides a background review of the most recent literature related to engagement needs of the online student and the online strategies that may be most effective in an asynchronous online classroom environment. Participant takeaways include: a richer understanding of the literature base on this topic and the learning needs of the online graduate student as they relate to engagement; knowledge of how one university with a thriving online Master of Arts program applies current research in this area to an online graduate program; and application of this material, as participants discuss how to effectively evaluate student engagement in their own online programs and how to implement effective strategies aimed at higher student engagement.

SUPER TRACK: TEACHING AND LEARNING WITH TECHNOLOGY

A Mobile Technology Tool to Foster Interpersonal Communication Skill Development

Eileen Grodziak and Alexandria Kile, The Pennsylvania State University - Lehigh Valley Campus
Audience: Has some experience with this topic
Length: 60 Minutes
Grand Ballroom B, 5th Floor

Let's face it—communication today is facilitated by technology! Technology enables speed and efficiency, but there are consequences for our students, particularly with face-to-face communication skills. Students often perceive that they are more competent face-to-face communicators than they are. In this session, attendees will examine the state of undergraduate students' interpersonal communication skills. They will also be introduced to a short learning experience to foster these skills based on Fink's Holistic Active Learning Model. This module can be incorporated in a variety of disciplines. Lastly, attendees will create a simple reflection entry using a free mobile publishing tool, Adobe Spark.

SUPER TRACK: FACULTY DEVELOPMENT
Gamifying Faculty Development
Scott L. Phillips and Brian C. Moon, University of Alabama at Birmingham
Length: 60 Minutes
Grand Ballroom C, 5th Floor

This session demonstrates how gamification can be used to motivate faculty to participate in teacher development activities. After incorporating gaming strategies and rewards including points, badges, and passports to workshops and 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 20 workshops each semester, and monthly event attendance averaged 25 participants. Currently over 90 workshops are offered per semester in sixteen workshop series, and average attendance is over 325 participants per month. Learn how to apply similar techniques to faculty development on your campus.

SUPER TRACK: FACULTY DEVELOPMENT
Collaborative, Flexible Faculty Development: The Course Development Institute
Kelly Miller, Amy Mulnix, and Ana Anderson, Franklin & Marshall College
Audience: Has some experience with this topic
Length: 60 Minutes
Grand Ballroom D, 5th Floor

Learn how one college uses the collaborative efforts of the Faculty Center & Instructional Technology to push the faculty's professional and course development in a new direction. The Course Development Institute is a self-paced, online, cohort-based program in which faculty both (re-)design a course using their personal goals and learn to use Canvas more effectively. While the Institute has a focus on building the course in the LMS, the faculty use the process of integrated course design (Fink, 2003) to plan and construct their content while also experiencing the course from the student perspective. Participants in this session will learn about the design and implementation of the Institute, hear about the experience from the instructional technology, faculty center, and faculty perspectives, and explore ideas for how the Institute can be adapted for use on their home campus.

SUPER TRACK: TEACHING HEALTH SCIENCE MAJORS
Simulation-Based Interprofessional Education Enhances Educational Interactions Across Disciplines
Robyn MacSorley, University of Mississippi Medical Center and Kim Adcock, University of Mississippi
Audience: Has some experience with this topic
Length: 60 Minutes
Grand Ballroom E, 5th Floor

Interprofessional education (IPE) has become a required accreditation element for many professions and thus is increasingly being implemented as part of the core curriculum especially in healthcare institutions across the country. This being said, simulation-enhanced interprofessional education (SE-IPE) has become a vital approach for enhancing educational interactions among students across disciplines. Simulation-based activities create a more realistic environment, combine common objectives through scenario design, and allow time for group reflection and feedback to learn further from each other. Simulation-enhanced interprofessional education increases the level of student engagement, which improves knowledge retention and alterations in behaviors.

12:45–2:00 pm

20-Minute Mentor Sessions

Gallery, 1st Floor (2 sessions)
SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)
1. How can learning spaces be designed that challenges the boundaries of formal and informal learning space?
Jason Lee, Nanyang Technological University

Mention a tutorial room and the idea of formal learning space with students sitting on rows of chairs facing an instructor in front while working individually comes to mind. Yet, we know that students spend a considerable amount of time studying both individually and together out of classroom time in various informal learning spaces but seldom in the classrooms. The purpose of this session is to share how we redesigned the classroom where we wanted to create a backward and forward flow between the formal and informal learning spaces. The new learning space was designed for collaboration, making student's work visible, and encouraging faculty-student interaction. Over a span of six years, 108 classrooms were transformed which eventually lead to the building of two new learning hubs of 112 classrooms where we attempted to blur the division between formal and informal learning spaces.

SUPER TRACK: TEACHING AND LEARNING WITH TECHNOLOGY
2. How can video conferencing techniques build learning community and preserve flexibility in online courses?
Amber Dailey-Hebert and Linda Passamaneck, Park University

A significant challenge facing online faculty is creating an engaged student learning community where learners feel meaningfully connected to their instructor and peers. Yet a 'lack of interaction' was the most cited cause of dissatisfaction among learners in online and hybrid courses (Cole, Shelley, and Swartz, 2014). Live videocalls can reduce this dissatisfaction. Research shows that besides improved learner motivation and final exam scores (Giesbers, Rienties, Tempelaar, Gijselaers, 2013) successfully implemented video conferencing can increase learner and faculty satisfaction (Martin, Parker, and Deale, 2012). We'll share the most effective synchronous engagement activities you can use, our research findings about student perceptions of online course engagement, and use collaborative knowledge sharing to discuss tangible strategies to integrate video conferencing into your online courses.

Borgne, 3rd Floor (3 Sessions)
SUPER TRACK: TEACHING AND LEARNING WITH TECHNOLOGY
1. How can students use their cell phone for learning in my classes?
Shadow Armfield, Laura Blocher, and Michael Blocher, Northern

Arizona University

This session demonstrates how to take advantage of students' obsession with their cell phone to better engage them in the learning process. For example, data collection tools such as Poll Anywhere, Kahoot, or Google Forms can be utilized to gather data to: check for student understanding of content, gather opinions regarding content-related and/or contemporary issues; demonstrate problem solving; and conduct formative assessment that provides feedback to enhance your teaching practice. While using these tools to collect real-time data is powerful for teachers, it is also very powerful when these anonymous aggregated data are presented in real-time to the students as they can see how their responses compare with their peers. This session will also demonstrate how student responses can be illustrated using data analysis and presentation tools such as infographics and word cloud. (Bring and expect to use your cell phone.)

2. How can I use learning management system tools to increase instructor presence and student engagement in an online component of a course in any teaching modality?
Marie Guest and Sharon Brave Heart, North Florida Community College

Best practices stress the importance of instructor presence to student engagement and therefore student success. Establishing a strong instructor presence is possible through a combination of quality course design and effectively utilizing learning management system (LMS) tools to help manage your regular interactions with students. This presentation includes an interactive discussion on how to use the LMS to increase instructor presence through the use of various communication tools; use of conditional release options that automatically provide students with on time information and reminders; and intelligent agents that can immediately provide personalized feedback, suggestions, and encouragement. These tools are available in most major learning management systems.

3. How can adaptive learning increase student success in an online component of a hybrid, face-to-face or completely online course?
Sharon Brave Heart and Marie Guest, North Florida Community College

Advancing technologies have reshaped the landscape of education over the past few years. Traditional classroom models no longer fit into today's technological learning environment. Increased use of online learning management systems has created a shift to an approach that uses technological learning tools to personalize learning. These adaptive learning tools address knowledge gaps by providing personalized instruction to students, increasing student success. This presentation includes an introduction to adaptive learning, discussing the background and future in higher education; a discussion on how to use adaptive learning tools to increase student success; and a demonstration of adaptive technological learning tools in a college-level accounting course. Adaptive learning tools are available in most major learning management systems and by many major publishers.

60-Minute Sessions

LEARNER-CENTERED COURSE DESIGN
Teaching as Staging
Anthony Weston, Elon University
Audience: Is new to this topic
Length: 60 Minutes
Rhythms 1, 2nd Floor

There are thoroughly engaging possibilities for teachers well beyond the familiar "Guide on the Side". This session will introduce a new model: a multi-centered approach in which the teacher works as an "Impresario with a Scenario." The goal is to put students into an urgently engaging and self-unfolding situation, trusting them to carry it forward while ready and eager to join in oneself. Paradigmatic scenarios include unscripted dramas, cases and problems, role-plays, simulations, and the like, all designed so that the dynamic situation itself frames and drives most of the action that follows. Scenario-based pedagogical design is possible across a wide range of subjects and can serve an equally wide range of pedagogical goals, and the energy and engagement in such teaching can be unmatched.

STUDENT ENGAGEMENT
Let's Get Active 2: Whip Around-Pass, Shifting, and Speed Dating
Shelley Cobbett, Dalhousie University
Audience: Is new to this topic
Length: 60 Minutes
Waterbury, 2nd Floor

Engaging students and keeping them engaged in active learning can be challenging, especially in classes with large student enrollment numbers. Active learning strategies require students to be active participants in the learning process to enhance higher-level cognitive thinking processes such as analysis and synthesis. It is important that teachers have an array of instructional activities that involve students in doing things and thinking about what they are doing. Activities that require students to engage with each other, and with the learning material, often spark excitement in the classroom. 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 (Whip Around-Pass, Shifting, and Speed Dating) to enable participants to experience methods of engaging students to enhance their own teaching.

TEACHING SPECIFIC TYPES OF STUDENTS
Creating Inclusive Teaching and Learning Spaces for Culturally Diverse Students
Diane Hardy and Hana Taleb Imai, Bow Valley College
Audience: Has some experience with this topic
Length: 60 Minutes
Rhythms 2, 2nd Floor

This session highlights an approach to supporting the culturally-based academic learning needs of students from diverse backgrounds enrolled in community colleges. It explores

intercultural concepts and shares tools and strategies for working across difference from both a teaching and learning perspective. It engages participants in an interactive, participatory exchange of ideas around culture, emphasizing the importance of worldview and its impact on teaching and learning. It explores the importance of intercultural competence in scholarship and teaching. We will share highlights from three courses we have developed to support inclusive education in college career programs, sample activities to support student and instructor intercultural learning, and promising practices in the delivery of co-curricular offerings that support inclusive teaching and learning spaces.

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED

Enlivening Lectures with Pauses: Reenergize, Refocus, Engage, and Excite
Gail Rice, Loma Linda University
Audience: Is experienced in this topic and is ready to learn more
Length: 60 Minutes
Bayside BC, 4th Floor

Pausing with our students at critical teaching moments can make all of the difference between a lecture and a memorable, meaningful learning experience. This session is planned for teaching faculty who want to improve lectures to more fully engage students; to rehabilitate their lectures, not dispense with them; to provide information in manageable chunks; practical suggestions to chunk lectures to capture student attention and improve retention; to try "small changes" if cognitive science backs them up. In this session, we will identify research-based ideal characteristics of learning pauses; experience, analyze, critique, and design learning pauses; and take-home pause plans ready to insert into learning sessions.

NEW FACULTY

Maximizing Student Engagement with Course Readings
Fiona Hunt, University of the Fraser Valley
Audience: Has some experience with this topic
Length: 60 Minutes
Nottoway, 4th Floor

Wondering how to get maximum engagement with your course readings, and increase student learning at the same time? You've come to the right place! This practical and active session will introduce new faculty to four methods guaranteed to increase student engagement with your required readings. Participants will leave with instructions for all four activities, and will experience, first-hand, one or two activities during the session. The purpose of this session is to be as practical as possible and empower participants to apply your new tools immediately in your own teaching. Maximum participant engagement guaranteed!

GRADING AND FEEDBACK THAT PROMOTES LEARNING

Proficiency Based Instruction: Using Formative Assessment to Prioritize Learning
Claudine Bedell and Becky Wigglesworth, Saint Michael's College
Audience: Has some experience with this topic
Length: 60 Minutes
Oak Alley, 4th Floor

The ultimate measure of success is evidence of student learning. Effective culminating assessments target specific standards and proficiencies and provide opportunities for students to demonstrate what they know, understand and can do. Formative assessment strategies promote student understanding of targeted proficiencies and prioritize practice and feedback (but not necessarily a score or grade). In this session, we will share specific proficiency-based feedback and assessment strategies and demonstrate how a shift in grading practices promotes a shift in focus. After this session, participants will understand a proficiency-based assessment system to measure growth; will understand the value of ungraded formative assessments to promote learning; and will learn specific formative assessment strategies to promote learning over time.

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

Examining the Impact of Active Strategies on Student Achievement/Perceptions
Eric Kyle, Heather Henrichs, Sophie Feng, Harsha Sharma, Eva Lovas, Lane Sidebottom and Neel Sharma, Nebraska Methodist College
Audience: Is new to this topic
Length: 60 Minutes
Rhythms 3, 2nd Floor

In this session, facilitators will present the results of a grant supported research project on active teaching strategies and learning environments. This two-year study, which involves 24 sections of classes and more than 450 students, examines the impact of these strategies and environments on students' achievements and perceptions. This study also seeks to correlate this impact with students' self-reported backgrounds and study strategies. Participants in this session will therefore learn about the conceptualization, design, and results of this research project. The tools used to assess the impact of these strategies and environments will also be shared with participants. From the results, we will offer lessons learned and best practices related to active teaching and learning. We will also facilitate discussions among participants of what is working on other campuses.

SUPER TRACK: TEACHING AND LEARNING WITH TECHNOLOGY (ONLINE TEACHING)

Supporting the Success of Online Students Who Are Deaf and Hard of Hearing
Beth Counselman-Carpenter, Southern Connecticut State University
Audience: Is new to this topic
Length: 60 Minutes
Bayside A, 4th Floor

This session will help participants examine their practices of inclusion in the online classroom from the development of course assignments to the delivery of information in the teaching space. Participants in this workshop will: learn the key components to success in teaching Deaf and Hard-of-Hearing students in the online classroom; identify strategies for inclusive lesson planning and instructional design; and evaluate their own classroom settings and institutional learning environment for optimal support for Deaf and Hard-of-Hearing students.

SUPER TRACK: TEACHING AND LEARNING WITH TECHNOLOGY

Develop Digital Learning Modules to Facilitate Teaching/ Learning
Virginia Callens Gregg, Minnesota State University Moorhead
Audience: Is new to this topic
Length: 60 Minutes
Grand Ballroom A, 5th Floor

Finally! Use those ideas you can't stuff into a class period. Present to myriad students without self-cloning. Make learning tangible, easily available. Use class time for in-depth learning. Do this by creating Learning Modules. Too good to be true? Well, it does takes time but it's not difficult. Your reward: maximize teaching/learning time, reach diverse students in ways they learn, easily assess progress, and express your unique and funky self in a controlled manner. Learn to create versatile, flexible Learning Modules for single topics; a series of Learning Modules covers an entire concept. Design Learning Modules inventively and invitingly with examples, exercises, games, puzzles, videos, jokes. Adapt to students' interests: teach math using art, using music, using economics. Update, re-use Learning Modules to guide learning as necessary. Validate progress in a way that both motivates students and reduces your evaluation time.

SUPER TRACK: TEACHING AND LEARNING WITH TECHNOLOGY

"Bitmoji, Gifs, and Snaps, Oh My!": Using Levity and Technology to Connect Students to Content
Deidre Price, Northwest Florida State College
Audience: Is new to this topic
Length: 60 Minutes
Grand Ballroom B, 5th Floor

If any one of the words in this title is unfamiliar, this presentation is a must-see. Using basic social media and Google Chrome apps and extensions, you can liven up your presentation materials and communication to students. Go viral with your students by using technology to get likes and increase engagements on the content you need students to see. This presentation provides an introduction to these tools so that any beginner can use them immediately, covers the dos and don'ts of these tools, and will include best practices for engaging students through social media story tools.

SUPER TRACK: FACULTY DEVELOPMENT

Mindfulness 101: A Step to Preventing Faculty Burnout
MaryKay Maley, Drexel University
Audience: Is new to this topic
Length: 60 Minutes
Grand Ballroom C, 5th Floor

Stress is a known entity of life. Careers such as health personnel, ministers, and faculty often operate at higher levels of stress, often creating a phenomenon known as compassion fatigue. Mindfulness is an evidenced-based, cost-effective intervention that can be utilized to reduce stress/compassion fatigue and their associated stress-related illnesses; therefore, improving the health of faculty. This presentation intends to bring about basic knowledge of mindfulness and how it can be incorporated in educational institutions as a stress reduction modality. It defines what mindfulness is, its use, and how mindfulness was implemented with a group of lower-elementary faculty in an urban-setting to help reduce stress/compassion fatigue and attrition rate. Also, listeners will be introduced to some beginning mindfulness exercises to help reduce the stress that we all face.

SUPER TRACK: FACULTY DEVELOPMENT

Activating a Teaching-Learning Philosophy: Articulating, Implementing, Evaluating, and Sustaining
Larry W. Owens, Western Kentucky University and Erlene Grise-Owens and J. Jay Miller, The Wellness Group ETC
Audience: Is new to this topic
Length: 60 Minutes
Grand Ballroom D, 5th Floor

This presentation describes how to develop a comprehensive teaching-learning philosophy from articulation through implementation to evaluation—and, then how to sustain a meaningful philosophy. Using literature and teaching-learning experiences, we describe a structured framework with pragmatic steps for using a teaching philosophy to inform, engage, and evaluate teaching-learning. Participants begin to apply these steps through interactive exercises. We discuss how an activated teaching philosophy can be used to maintain accountable, relevant, and meaningful teaching-learning across a career. We describe practical uses of an activated philosophy in promotion and tenure processes.

SUPER TRACK: TEACHING HEALTH SCIENCE MAJORS

Health Profession Educators: Mentoring from the Clinic to the Classroom
LaVonne Couch, Rowan College at Gloucester College and Jacki Klaczak Kopack, Harcum College
Audience: Has some experience with this topic
Length: 60 Minutes
Grand Ballroom E, 5th Floor

In many healthcare professions, the number of individuals who are highly qualified to teach is dwindling. These professions should welcome new faculty additions, but there are inherent differences between clinical expertise and effective classroom teaching abilities, creating a mismatch between program needs and available potential faculty members. This session will address several common statements/misconceptions experienced academicians hear during faculty interviews from healthcare clinicians who wish to transition to academia as an educator. The presenters will highlight core expectations of new faculty members and provide a framework for an effective faculty development and mentoring system to provide a bridge between clinic work and academia. Strategies to create this transition while maintaining programmatic outcomes (including licensure pass rates) will be discussed.

SUPER TRACK: TEACHING PROFESSIONAL MAJORS

Learning to Interact: Promoting Discipline-based Oral Communication in Professional Programs
Lolita Paff, Penn State Berks
Audience: Is new to this topic
Length: 60 Minutes
Grand Chenier, 5th Floor

Instruction and class time often emphasize unidirectional

forms of communication like listening and presenting. Strategies and assessments promoting bi- or multi-modal, discipline-based oral communication that is quick, unrehearsed, reasoned, and persuasive, are much less common. Why? This interactive session explores the challenges, identifies oral communication needs and opportunities across a variety of professions and provides strategies to develop and assess students' discipline-based interactive oral communication skills.

2:15–3:30 pm

20-Minute Mentor Sessions

Gallery, 1st Floor, (2 Sessions)
GRADING AND FEEDBACK THAT PROMOTES LEARNING
1. How can I apply social psychology principles to enhance accountability in group work?
Tamara Avant and Ashley Gardner, Barton College

Students groan when told that group work is required in a course. Their fears are founded—often one group member fails to uphold their responsibilities and the remainder of the group is left to compensate for this social loafer. Social loafing occurs when people put forth less effort when working in a group than when alone. However, avoiding assigning group work to avoid social loafing does students a disservice. It is nearly impossible to avoid working with others in a professional setting. Students must learn the skills necessary to effectively work as a team, and evaluation of group performance CAN hold students individually accountable. By applying the social psychological concept of social loafing to the classroom, we can maximize students' performance in group settings. Learning these skills now will make them more desirable and productive employees in the future.
SUPER TRACK: FACULTY DEVELOPMENT
2. How do I convert my teaching portfolio into a digital teaching portfolio?
Christopher Drue and Christina Bifulco, Rutgers, The State University of New Jersey

Many faculty have created a teaching portfolio or have at least collected materials that form the foundations for a teaching portfolio. However, universities are increasingly asking for electronic ePortfolios that can be shared via link. In this presentation, we will cover the positives and negatives of different widely available ePortfolio options, how to structure materials and evidence to achieve the best results, tips for organizing the portfolio, hints about presenting material clearly, and tricks for including multimedia.

Borgne, 3rd Floor, (3 sessions)
SUPER TRACK: TEACHING HEALTH SCIENCE MAJORS
1. What is the feasibility of interprofessional learning in an asynchronous environment, and how can lessons learned by faculty apply to increase the success of others?
Ashley Fort and Teresa Bigler, LSUHSC-Shreveport Physician Assistant Program

There are many examples of interdisciplinary education in which faculty from separate areas of study come together to teach students on a topic. When students are taught in this manner, they are better able to think critically, recognize bias, tolerate ambiguity, and appreciate ethical concerns. These potential outcomes are often less tangible, but highly important, goals held by faculty members. There are logistical barriers to overcome that are not specific to discipline, which will be discussed in the presentation in the context of different approaches we have tried—some of which have worked well, some of which have needed modification, and some of which are still in progress.
2. Can Stop. Motion. Animation. create a greater understanding of course material?
Candace Walker and Joanne Jones, Thompson Rivers University

Asking students to create is the highest level in Blooms Taxonomy. Using an assignment where students are required to construct original work has the potential to increase their level of understanding. The use of technology in the classroom has been used to increase student engagement, support learning, and more recently as a technique to assess students' learning. We wanted to see if using technology was applicable to use for a take home assignment. Stop motion animation was chosen as the medium to assess whether students could take a concept learned in a pathophysiology class and demonstration their understanding. By enabling a diverse assessment method, would we see a greater understanding of the material being taught in class? Our third-year pathophysiology class on immunity was used to assess whether the student could take concepts learned in this unit and apply them. Guidelines for the students included information on how to create a stop motion video. This assignment was then evaluated at the end of the semester to obtain student feedback for potential applications.
3. How can an online survey tool used with undergraduate nursing students in peer to peer and team evaluation impact student learning?
Luanne Billingsley, Kristie Riddle, and Kristin Marino, Southeastern Louisiana University

The purpose of this study was to assess the effectiveness of using an online survey tool to secure undergraduate nursing student feedback in peer-to-peer and team evaluation post-debates. Debates were added to a senior level nursing course to improve verbal communication and critical thinking skills. A multi-semester analysis resulted in revised tools. Students reported that the debates helped them understand the topics better, learn new knowledge, and change attitudes. Student learning and tool revisions will be discussed.

3:45–4:45 pm

60-Minute Sessions

LEARNER-CENTERED COURSE DESIGN
The Layered Curriculum
Laurell Malone, North Carolina Central University
Audience: Is new to this topic
Length: 60 Minutes
Grand Ballroom D, 5th Floor
The Layered Curriculum is an innovation in assessment,

giving students voice and choice in how they demonstrate mastery of content. It is a three-layer model of differentiated instruction that fosters complex thinking and holds students with varied learning styles, intelligences and abilities accountable for their own learning. Each layer offers a group of assignments representing a different depth of study and using a variety of skills. Students get to choose activities based upon their interests. The C layer covers basic course content, the B layer challenges students to apply concepts learned in the C layer, and the A layer requires students to use higher order thinking skills as they integrate knowledge from the C and B layers. Participants in this hands-on workshop will begin the journey to making a learner-centered curricular design where learning is more meaningful for students.

STUDENT ENGAGEMENT
Beyond the Buzzword: Easy Active Learning Strategies to use NOW!
Jillian Gesualdi and Keri Green, Johnson & Wales University
Audience: Has some experience with this topic
Length: 60 Minutes
Oak Alley, 4th Floor

Are you sick of hearing about using Active Learning in your classroom? Faculty have heard this overused buzzword for years, but how can they easily implement this style of teaching without spending hours prepping for every class or throwing everything they know out the door? Learn how faculty can include their favorite assignments while embracing a new engaging approach to teaching. In this hands-on session, participants will experience seven practical strategies that model an active learning classroom that stretches far beyond traditional learning. Participants will dive deeper into thinking about their role in student engagement and how they can apply the strategies in their own disciplines. By the end of the session, participants will understand what Active Learning can look like in their classrooms with simple strategies to engage their students in the learning process.

TEACHING SPECIFIC TYPES OF STUDENTS
Engaging Generation Z Learners: Strategies to Engage the Digital Generation
Vickie S. Cook, University of Illinois Springfield
Length: 60 Minutes
Grand Ballroom A, 5th Floor

Educators today must rethink teaching strategies to effectively reach Generation Z students. Strategies must be student-centered, lead toward community building, and engaged experiential learning activities. This session will explore learning strategies and activities using personal devices. Group discussions will engage participants in exploring the learning characteristics and preferences for classroom engagement of Generation Z students. Participants in this session will explore the learning characteristics of Generation Z students and how these are different than those of previous generations, explore and actively participate in 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.

INSTRUCTIONAL VITALITY: WAYS TO KEEP TEACHING FRESH AND INVIGORATED
Metacognition, Learning Science, Self-Directed Learners – What Does It All Mean to Me?
Maria Flores-Harris, Kaplan, Inc.
Length: 60 Minutes
Bayside BC, 4th Floor

Metacognition, learning science, self-directed/self-regulated learners are all buzz words in education today. They sound good and the definitions sound even better. But what do they mean to me as a teacher in the classroom? What, if anything, should they mean to my students? In this workshop, we will explore these concepts and their importance to our ultimate goal in the classroom—learning. After attending, participants will be able to define metacognition; explain the importance of teaching metacognition to students and how this leads to self-directed/self-regulated learners; describe best practices in learning; and discuss how the objectives of this presentation develop a culture that values learning over performance and why this culture should be our ultimate goal as teachers.

GRADING AND FEEDBACK THAT PROMOTES LEARNING
Reframing Feedback: Feedback Without the Hassles
Rick Fenwick, Capella University and RJ Fenwick, Columbia Southern University
Audience: Has some experience with this topic
Length: 60 Minutes
Rhythms 1, 2nd Floor

Feedback is a critical component of learning, yet many instructors experience frustration with the disconnect between feedback and learning improvement outcomes. This is an interactive presentation on a technique for giving feedback that minimizes resistance and keeps the focus on the message rather than the messenger. Participants will experientially learn the technique by watching and describing behavior in a video. The presenters will then teach the technique using participants' feedback and provide examples for online and traditional classrooms. Participants will have an opportunity to identify problem areas and practice changing giving feedback. Some of the common applications for the technique include grading feedback on assignments, quizzes and tests, discussion forums, and performance feedback. Participants will take-away a technique for reframing feedback in their classes.

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)
Interactions Between Student Preferences and Test-mode Effect
Janet Genz, University of West Georgia
Audience: Has some experience with this topic
Length: 60 Minutes
Bayside A, 4th Floor

Performance differences have been previously reported between computer-based and paper-based testing and attributed to both user- and technology-based causes. Preliminary data collected over five years in an introductory biology course revealed little difference in overall student performance on computerized versus paper exams. A trend toward better performance on paper-based exams was hypothesized to be due to familiarity with this testing mode. This study responded to

feedback indicating that students may favor either computer- or paper-based exams and feel their performance would improve if the exam format matched their preference. This study investigated whether such an interaction effect is empirically supported. Results suggest multiple factors should be considered when selecting exam mode, including not only performance but also student self-reporting of preferences.

Grading Made Easy with Technology
Ahmad Fayed, Southeastern Louisiana University
Audience: Has some experience with this topic
Length: 60 Minutes
Rhythms 2, 2nd Floor

Grading is essential part of assessment that is historically known to be a time and effort consuming process. It also needs more attention so that it can be done consistently, accurately, provide a significant and timely feedback, leads to a meaningful analysis of weakness and strength of student understanding. With the emerging Artificial Intelligence (AI) assisted grading technologies, such as Gradescope, used by University of California Berkeley, all these aspects can, to a great extent, be managed successfully. Participants will learn about AI-assisted grading tools, practice using some of these tools during the presentation, and get tips in effectively using such tools.

Peer-to-Peer Tech Professional Development
Madeline Craig, and Linda Kraemer, Molloy College
Length: 60 Minutes
Rhythms 3, 2nd Floor

With the wide availability and ever-changing nature of instructional technology, there is an increasing need for continuous professional development for educators. This workshop will describe a pilot program which offers an integrative approach to peer-led professional development and the use of instructional technology in college courses. Participants will interact with technology tools while planning ways to customize content-specific professional development to meet the needs of 21st century learners.

Strategic Technology Use to Promote Differentiation and Engagement
Jess Gregory, Southern Connecticut State University
Audience: Has some experience with this topic
Length: 60 Minutes
Grand Ballroom B, 5th Floor

Technology can enhance or detract from a course; this session integrates how technology can promote greater, more productive peer interactions, heightened engagement both in and out of class, and more accurate student self-evaluations of performance. Too often technology is touted as a panacea without pedagogical/andragogical considerations. In order to maximize the benefits of technology, sound course and lesson design must come first. While this session lauds how technological

tools have made engagement, interaction, and calibration more efficient, it includes the rationale behind the technology and the overarching theme of differentiating learning to meet the diverse needs of our learners. Specific strategies and multiple methods of implementation will be provided.

Grow your own Instructional Designers
Jeanne Samuel, Amanda Rosenzweig, Delgado Community College; and Missy LaCour, Louisiana Community College & Technical System
Audience: Is new to this topic
Length: 60 Minutes
Waterbury, 2nd Floor

Your courses are only as good as their design. Come hear the motivation behind one Community College & Technical System's decision to develop faculty to be instructional designers. The course employs select learning theories and design models that support learner-centered course design. Course participants use visual tools to create a course blueprint to engage students, encourage learner repetition and practice, and promote teacher feedback. The grow your own program is a crash course for faculty in course design centered around the learner, not the content. The instructional design course was developed using a multimodal approach: build it once and deploy as multiple delivery modes.

Changing the Way Faculty Teach: One Chat at a Time
Claire Lamonica, Illinois State University
Audience: Is new to this topic
Length: 60 Minutes
Grand Ballroom C, 5th Floor

Whether you're a faculty developer hoping to make a lasting impact on the instructional practices of faculty members or a faculty member hoping to gain insight into how students are responding to instruction in a particular course, this session is for you. At our teaching center we've found Midterm Chats (our local name for Small Group Instructional Diagnoses) to be a useful tool for helping faculty identify and address teaching challenges in a particular course and make long-term changes that support their ongoing development as educators. In this session we will briefly share recent research findings that support this claim, but—more importantly—we will engage participants in a Mid-Conference Chat focused on this year's Teaching Professor Conference. You'll leave with both the ability to conduct your own Midterm Chat(s) and an evidence-based rationale for doing so.

Evidence-Based Pyschomotor Skills Teaching and Learning
Erin Malone, University of Minnesota College of Veterinary Medicine
Audience: Is experienced in this topic and is ready to learn more
Length: 60 Minutes
Grand Ballroom E, 5th Floor

Motor skills learning processes are different from didactic learning processes. This session will outline how to apply the latest research in motor skills learning to optimize training

materials, laboratory time and practice sessions for student proficiency and retention: videos, discussions and cases help students prepare for laboratories more effectively than texts and lectures; retrograde inhibition and sleep consolidation mean training should be restricted to one skill a day but complex skills and skill variations can be utilized to optimize laboratory hours; learners do not self-assess well and motor skills are well-retained once proficiency is obtained—hence practice should be distributed, deliberate, individualized and supervised; feedback, exercise, deep breathing and naps can all help retain the newly learned skills.

SUPER TRACK: TEACHING PROFESSIONAL MAJORS

Post Exam Reviews: Powerful Pedagogy
Maria Marconi, University of Rochester
Audience: Has some experience with this topic
Length: 60 Minutes
Grand Chenier, 5th Floor

There is no more anxiety-producing aspect of teaching for new and experienced faculty than reviewing results of a standardized exam with a class of students for whom test grades are paramount. Despite tension that may occur when reviewing exam questions and answers with students who believe that their answers should be accepted, a well-designed post-exam review built into the course as teaching time is a critical assessment and teaching strategy. In class exam reviews are an opportunity for students to identify and correct knowledge gaps. This also promotes metacognition by teaching students how to differentiate between correct, incorrect, and often related, concepts. This interactive presentation explores course design which integrates post-exam reviews as active classroom learning, which results in both faculty and student satisfaction and deeper student learning. *This session also was presented at 10:15.*

3:45–4:45 pm

20-Minute Mentor Sessions

Gallery, 1st Floor (2 Sessions)
SUPER TRACK: TEACHING AND LEARNING WITH TECHNOLOGY

1. How can I flip boring text-based discussion boards into interactive video response activities that engage both student and teacher?
Robb Beane, William Penn University

Flipgrid is the leading video discussion platform for millions of pre-K to PhD educators, students, and families in 180+ countries. Students record short, authentic videos and can reply to each other's videos. Educators are 100% in control with video moderation, access controls, and much more. Students can capture widescreen videos, pause while recording, add more after reviewing, and trim to perfect. From 15 seconds to 5 minutes, your students can perfect their pitch for a book talk or present a short lesson. After this session, participants will have participated in completing a Flipgrid as a student, leave with a knowledge of using Flipgrid in the classroom, and will have participated in creating a Flipgrid as an instructor.

2. How can an institution redesign online faculty onboarding to provide continuity and faculty support while acclimating the faculty to the college?
Deidre Walker and Jennifer Stoker, Rasmussen College

Are you looking to develop a new approach to Online Faculty Onboarding? Rasmussen College implemented training that provides online faculty with the knowledge and support to provide a high-quality learning experience. We will discuss how we revamped our faculty onboarding process. We worked to provide continuity and connectedness by having the same Dean work with faculty from their interview through at least their 1st quarter. Also, we developed "Information Bursts," which are short visual aids that we send out to provide reminders of tasks and processes. Lastly, we developed an organization to provide further resources, best practices, and examples of exemplary live sessions. These changes have resulted in better working relationships and a higher level of confidence in our instructors (79% felt prepared to teach their first course, and 100% felt prepared to teach their second course).

5:00–6:15 pm

Evening Plenary Session

Effective Strategies for Deep and Flexible Learning
Peter Doolittle, director of the school of education and professor of educational psychology, Virginia Tech.
Napoleon Ballroom, 3rd Floor

As teachers, we foster student learning by creating educational environments that motivate students to engage in effective cognitive, social, behavioral, and/or affective processing through the implementation of instructional strategies. Yeah, I know, that's a mouthful. Let's simplify. Students need to process to learn; teachers foster that processing through strategy use. There are plenty of books that will provide you with a plethora of strategies—too many, actually—yet, the most powerful strategies will be the strategies you create, for your course, for your students, aligned with your outcomes, and in your particular context. This plenary will focus on creating effective strategies for deep and flexible learning, with you as the creator.

6:15 pm

Dinner and evening on your own.

7:30 am–Noon

Registration Open
Napoleon Foyer, 3rd Floor

7:30–8:30 am

Continental Breakfast
Napoleon Ballroom, 3rd Floor

8:00 am–1:00 pm

Attendee's Lounge brought to you by Stylus, Worldwide Navigators, Magna Publications, and The Teaching Professor Membership
Armstrong Ballroom, 8th Floor

8:45–9:45 am

60-Minute Sessions

LEARNER-CENTERED COURSE DESIGN
Two Engaged Learning Strategies That Turn Students into Experts
Jeff Lynn, Jeremy Dicus, and Allan Shook, Slippery Rock University
Audience: Is new to this topic
Length: 60 Minutes
Waterbury, 2nd Floor

Every course has critical concepts that are essential for understanding the course. For students to own these concepts, they must think deeply and interact with them such that they make connections with their existing knowledge. Ideally, instructors would guide students to think about the concepts like an expert in the field. We will detail two strategies which can achieve this goal: a combination of flipped classroom and interrupted case, and a project-based strategy where students create a video or podcast to educate an audience on a critical concept. Attendees will participate in an interrupted case to learn first-hand how students can be guided to think like an expert, and will leave the session able to use both techniques effectively.

STUDENT ENGAGEMENT
Beyond "Painting the Text": Becoming Strategic Readers
Patricia Becker and Rhonda Schoonover, Cardinal Stritch University
Audience: Has some experience with this topic
Length: 60 Minutes
Rhythms 1, 2nd Floor

Students who primarily use low-level reading strategies such as "painting the text" (a.k.a. highlighting), may have difficulty with comprehension. How can we fill students' toolboxes with more effective strategies? The purpose of this session is to explore evidence- and research-based before, during, and after reading strategies that promote active engagement with, and deep comprehension of, complex texts. At the conclusion of this session, participants will be able to: identify criteria for effective strategy instruction and select and model high-level strategies suitable for a variety of course texts.

STUDENT ENGAGEMENT
Let's Give Them Something to Talk About: Promoting Student Participation
Megwen Loveless, Tulane University
Audience: Has some experience with this topic
Length: 60 Minutes
Grand Ballroom C, 5th Floor

This session introduces four techniques for getting students to talk to one another—in detail and with enthusiasm. The methods described and enacted during this session—carousel, speed dating, eye witnessing, and taboo activities—have been highly received and can be translated into diverse classroom settings, from language courses to science and engineering as well as humanities, law, medicine, or business. Instructors will leave with four tried-and-true methods to create a learning environment that is literally buzzing with student conversation.

TEACHING SPECIFIC TYPES OF STUDENTS
Transparent Teaching to Support Student Success
Tammy Barbé, Mercer University
Length: 60 Minutes
Nottoway, 4th Floor

Do you want to increase your students' confidence in their ability to succeed in college? Would you like to receive fewer assignment questions and grade disputes next term? Using an evidence-based approach, you will learn how to transform assignments into transparent assignments and create new assignments with maximum transparency. You can implement this three-step method in any classroom regardless of course level, delivery method, or class size. Transparent assignments can increase the quality of student work and decrease the amount of time spent grading assignments. The method is simple and the return on investment is immediate and profound. Participants in this session will examine the benefits of transparency in higher education, explore the key components of transparent assignments, critique assignments for transparency, and design a transparent assignment.

GRADING AND FEEDBACK THAT PROMOTES LEARNING

Grading without Points: Getting Started with Mastery Grading

Julie Mendez, Indiana University-Purdue University Columbus

Audience: Is new to this topic

Length: 60 Minutes

Rhythms 2, 2nd Floor

Standards-based grading and specifications grading are forms of mastery grading, an alternative to traditional percentage or points-based grading scales. In standards-based grading, the course grade is assigned based on how many course standards the student has mastered. In specifications grading, students are given detailed requirements (specifications) for each assignment; course grades are assigned based on how many assignments the student has completed to the specifications. Both systems give opportunities for reassessment and/or to revise and resubmit assignments. Since both systems require a list of course objectives/standards, these grading systems fit well with backward design. In this session, you will understand the relationship between backward design and mastery grading and receive resources and suggestions to implement one of these grading schemes in your course.

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

Motivate Them with Video: A Community Of Inquiry Analysis

Kathy Archer, Grand Canyon University

Audience: Has some experience with this topic

Length: 60 Minutes

Rhythms 3, 2nd Floor

Community of Inquiry Theory holds that effective student learning requires cognitive presence, teaching presence, and social presence. Teaching and social presence are particularly challenging in the online environment. Video—both synchronous and asynchronous—has emerged as a way to bridge the transactional distance. Does it work? Does video increase teaching and social presence? Does that translate into increased student motivation? This mixed method study of 716 students in a fully online university economics class found the addition of both asynchronous and synchronous video resulted in a 4 percent increase in student satisfaction with the instructor, and clear evidence of an increased bond between student and instructor. However, the study found no change in student motivation as measured by whether students took advantage of three available attempts at each homework assignment.

SUPER TRACK: TEACHING AND LEARNING WITH TECHNOLOGY

"Open Sesame!": Cracking the Code to Teach with Open Educational Resources

Deidre Price, Northwest Florida State College

Audience: Is new to this topic

Length: 60 Minutes

Oak Alley, 4th Floor

Open Educational Resources (OER) increase access and reduce or eliminate costs associated with course materials. The goal of using OER is to remove financial and physical barriers for students, but the curation, adoption, and implementation of such resources often do not come without concerns and costs for faculty. This presentation provides strategies to address these parts of the OER-adoption process and focuses on how to navigate instructional challenges presented by the use of OER in the college classroom.

SUPER TRACK: TEACHING AND LEARNING WITH TECHNOLOGY

Teaching Peer Review and Just Culture Using Simulation

Linda Cole, Tia Andrighetti, Ally Williams, and Eileen Thrower, Frontier Nursing University

Audience: Is new to this topic

Length: 60 Minutes

Bayside A, 4th Floor

Quality improvement and peer review are critical concepts across many disciplines but are difficult to teach and learn. Simulated experiences can be used to teach the mechanics of examining evidence-based practice and the communication of findings to peers. This session will highlight a simulation assignment useful for educating students in peer review and quality improvement. This simulation is applicable for educating students in any discipline that has quality improvement and peer review as core competencies. A method of creating a peer review assignment focusing on the importance of creating a just culture will be demonstrated. Attendees will have access to a framework for developing innovative peer review simulation assignments useful across multiple disciplines. Participants will leave the presentation with peer review ideas pertinent to their courses.

SUPER TRACK: TEACHING AND LEARNING WITH TECHNOLOGY (ONLINE TEACHING)

Interactive Learning—Enhancing the Online Experience

Amanda Bylczynski, Edison State Community College

Audience: Is new to this topic

Length: 60 Minutes

Bayside BC, 4th Floor

When students hear "online class," they typically think of discussion boards, journals, and tests. While students do learn and interact with others, many do not connect to the material in a meaningful way. When the words games, simulations, and interactives are added in, however, the student learning experience is transformed. With the new generation so heavily focused on technology, the online classroom must adapt to meet new levels of learning. Focus will include learning how to find the materials, how to use them as part of the classroom, and how they can improve the classroom whether online or hybrid.

SUPER TRACK: TEACHING AND LEARNING WITH TECHNOLOGY

Are you Listening?: Teaching and Learning with Podcasts

Anne Song and Sarika Narinesingh, George Brown

Length: 60 Minutes

Grand Ballroom A, 5th Floor

Our session proposes that the aural experience involved in podcast-making enables students to develop social skills (e.g. appreciating diverse perspectives, suspending judgment, disagreeing agreeably, etc.) and habits of mind (e.g. independent-mindedness, open-mindedness, etc.), which are necessary to thinking critically and behaving intelligently in the face of challenging and complex problems. Podcasts are a powerful

pedagogical tool to prepare your students to participate as responsible professionals in the workplace and active citizens in the larger community. Participants will learn how podcasting can foster habits of mind and social skills critical to students' preparation for professional and civic lives and will become familiar with the technology involved in podcasting, so they can adapt it to achieve individual learning outcomes.

Make Technology Work for You: Engage Learners with Purposeful Alignment
Denise Harshbarger and Christine Gaynor-Patterson Embry-Riddle Aeronautical University WorldWide
Audience: Has some experience with this topic
Length: 60 Minutes
Grand Ballroom B, 5th Floor

Technology supports meaningful learning when objectives and technology are purposefully aligned. Identifying and implementing the appropriate technology tool is critical to the success of the learning experience. This session teaches participants how to develop a lesson that is aligned with outcomes and directly impacts student achievement. Participants will engage in a hands-on activity immersing them in the process of creating a lesson from alignment to tech tool selection. Participants will leave the session knowing how to design an outcome aligned lesson and select an appropriate technology tool that will enhance the learning experience for students.

Dynamic and Effective Teaching using Applied Improvisation
Paul Johnson, Augustana Faculty, University of Alberta
Audience: Has some experience with this topic
Length: 60 Minutes
Grand Ballroom E, 5th Floor

The session will provide practical opportunities to apply theatrical improvisation to the university classroom—from seminar room to lecture hall. Areas of exploration will include: methods to foster connections in the classroom, leading to more effective communication; ways to ensure full involvement by the whole group, yielding a more present and direct learning experience; understanding the power of story and empathy as an ongoing approach to making the subject matter relevant and enduring. The materials and practical examples provided in the session are intended to be applicable and transferable to all disciplines and multiple styles of teaching.

Building a Teaching-for-Learning Culture with an Instructor-Led Blog
Janine Carmichael and Amanda Le Rougetel, Red River College
Audience: Has some experience with this topic
Length: 60 Minutes
Grand Chenier, 5th Floor

How is the teaching for learning culture at your institution? Could it use a tune up? Amanda Le Rougetel and Janine Carmichael are full-time Instructors at Red River College in Winnipeg, Manitoba, Canada. In 2017, they launched Faculty Fridays, a weekly blog to nurture and celebrate a culture of teaching for learning at their institution. In this session, you will: explore the pivotal role of Instructors in initiating or strengthening a teaching for learning culture; complete an action plan to launch a similar blog at your institution; and leave with encouragement to commit and persist in positively influencing a teaching for learning culture at your institution.

Maintain the Rigor; Reduce the Stress
Toni Weiss and Harry Cole, Tulane University
Audience: Has some experience with this topic
Length: 60 Minutes
Grand Ballroom D, 5th Floor

Students are going to college with high anxiety and less resiliency to cope. Limited numbers of high-stakes assessments, during a single semester, can inadvertently inhibit many students' ability to accurately show mastery – even in well-constructed courses. In this session, we will discuss the experience of students and how anxiety impacts them when approaching coursework and assessments. We will explore alternative ways of grading, and opportunities for diversifying assessments. By the end of this session, participants will: develop an understanding of student anxiety and be able to identify components of their courses which may increase anxiety; understand the anxiety/assessment feedback loop and ways to mitigate it; and be prepared to add additional assessments into their future classes, understand their purpose and know how to do so without much additional work/grading time.

8:45–9:45 am

20-Minute Mentor Sessions

Gallery, 1st Floor (2 Sessions)
1. How do I keep myself and my students engaged and excited in the learning process?
Mary Jo Hartman and Katherine Porter, Saint Martin's University

After teaching the same content and courses for multiple years, it can be easy for a professor to continue with tried and true teaching methods, even if these methods start to become stale, for both the teacher and the student. We also need to face the reality of new learning styles of our students; they have been impacted by the ease and availability of information on the Internet and they perceive they have gained skills and knowledge from this source. These two interwoven perspectives of keeping our teaching fresh and exciting while engaging the modern student present an opportunity to try new instructional strategies in the classroom. In this session two professors, math and biology, will present some new strategies they've used in their classroom and/or laboratory to invigorate their teaching and students' learning.

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

2. How can we reduce academic dishonesty by understanding why students cheat?

Hollis Greenberg, Wentworth Institute of Technology

Higher education faces a growing problem—students are cheating at higher rates than ever before. Students who cheat do not learn. Students who learn do not need to cheat. Understanding why students cheat and devising strategies to change students' morals and behaviors, will greatly impact what is learned. How much is learned will impact the quality of their work once they graduate. Past research has primarily been done to compare institutions with different academic sanctions and devise new methods to prevent or stop the cheating. This presentation aims to take a different approach by first unearthing the "why", before focusing on the "fix." Surveys were given directly to students to better understand the students' point-of-view. The presentation will explore common ethical codes, students' viewpoints on digital vs. paper-based sources, faculty behavior, gender differences, and undergraduate majors and how each play a role in academic behavior.

Borgne, 3rd Floor, (2 Sessions)

LEARNER-CENTERED COURSE DESIGN

1. What instructional strategies we can employ to help to build students' metacognition and information literacy?

Sha Johnson and Kimberly Grotewold, Texas A&M University-San Antonio

How do we design courses and instructional activities so that students drive their own learning? This presentation proposes a highway metaphor for metacognition in the context of student learning and more specifically, information literacy. In instructional design, it is essential to consider the roles of students, instructors, support staff, and other resources. When first learning to drive a car, we could not jump into a driver's seat alone and set out on a high-traffic freeway. However, to become proficient everyday drivers, we had to slowly assume all the controls and mental processes involved in driving and practice them until they became internalized habits. Relating this idea to academic learning and our role as instructors, we can self-assess our own planning processes and increase the opportunities for students to hold the keys and drive their learning.

2. How can my course syllabus go from boring to beautiful?
Writing A Syllabus Worth Reading

Tona Hangen, Worcester State University

In this mentor session we'll create an "Aha" moment about your syllabi, considering how to transform them from long, boring and text-laden documents to something elegant and engaging that your students will want to read. A well-crafted syllabus invites you to think more intentionally about pedagogy. It allows you to center one of the course's most important orienting experiences around your students and their learning, not just policies and calendars. A syllabus can be both a thing of beauty and a tool to think with about our teaching.

10:00–11:00 am

60-Minute Sessions

LEARNER-CENTERED COURSE DESIGN

Designing for Transfer of Learning

Maria Guilott and Karen Nieto, Universidad Casa Grande; Leslie Owen, St. Mary's School; Gaylynn Parker, retired from The University of Southern Mississippi
Audience: Has some experience with this topic
Length: 60 Minutes
Waterbury, 2nd Floor

Educators at all levels agree that the goal of education in the 21st Century is to prepare students to transfer their learning to new and different contexts. While the literature attests to the need to teach for transfer, few practical ideas are available to help teachers design for transfer. This presentation focuses on a learner-centered process initially conceptualized by Grant Wiggins. The presenters iterated, enhanced, and piloted the process in the United States and Ecuador with practitioners at all levels. Participants will leave with a practical tool which they can take back to their classroom to use immediately. The process gets at the core of designing for transfer. The design allows teachers at all instructional levels to understand the elements needed in planning for transfer with a commitment to action that promotes innovation and engagement.

STUDENT ENGAGEMENT

The Patho Sketchbook: A Tool to Help Students Remember What They Learn

Joanne Jones, Thompson Rivers University
Audience: Is new to this topic
Length: 60 Minutes
Grand Ballroom A, 5th Floor

The "Patho Sketchbook" is a learning strategy developed to help students attain a deeper understanding of key course concepts and was also used to help identify gaps in the students' understanding about course concepts through drawings, annotated sketches, concept maps, and other visual representations of course content. The sketchbook is based upon Retrieval Practice Theory in, which students are encouraged to reconstruction their own knowing of the course material. During this presentation I will share examples from students' sketchbooks, will discuss lessons learned, and will share evaluative data obtained from the mandated university administered course evaluations.

TEACHING SPECIFIC TYPES OF STUDENTS

Understanding, Supporting, and Empowering Adult Learners in Universities

Lorna Rourke, St. Jerome's University in the University of Waterloo and Lorraine Carter, McMaster University
Audience: Has some experience with this topic
Length: 60 Minutes
Rhythms 3, 2nd Floor

A university librarian and an administrator with extensive university teaching experience explore the realities of what it

means to be an adult learner in university and what it means to work with and support adult learners, including those enrolled in online/distance education courses. Insights will be shared based on a review of relevant literature, focus groups the presenters have conducted, case studies, and participant completion of in-session activities. Adult learners, particularly those who are millennials, will be considered in their roles as undergraduate students and returning adults who balance complex lives. The challenges and responsibilities of faculty, administrators, and course designers will be considered, and suggestions given on how to support both the students and those responsible for designing and facilitating the university's courses, programs, and environment.

TEACHING SPECIFIC TYPES OF STUDENTS

Learning from Men of Color: Success Strategies for At-Risk Students

Newton Miller, Ashford University
Audience: Has some experience with this topic
Length: 60 Minutes
Bayside BC, 4th Floor

Participants will explore a study involving 1,300 men of color (MOC) successful in their higher education programs. These findings expose the strategies and three common pillars indigenous to MOC who are successful in their higher education programs. Additionally, participants will learn implications suggested by the research to support the success of at-risk populations, particularly MOC in online programs. Takeaway 1: Participants will understand the trends of strategies MOC implement to be successful in their online academic programs and compare their own practices to those suggested by the MOC in the study. Takeaway 2: Participants will evaluate opportunities for systemic changes within their departments to better serve at-risk populations, particularly of MOC enrolled at their institution based on three common pillars indigenous to that population.

NEW FACULTY

Teacher Misbehaviors: What Students Don't Like About What Their Teachers Say and Do (and how it works against their learning)

Jennifer Waldeck, Chapman University
Audience: Is new to this topic
Length: 60 Minutes
Grand Ballroom C, 5th Floor

College professors routinely (and sometimes without realizing it) communicate in disagreeable, antisocial, unlikable ways that demotivate their students and work against learning. In this session, you will be introduced to three teacher behaviors years of research reveal college students dislike the most—but even more importantly, that impact their learning most negatively. You will learn communication strategies that can help you navigate difficult situations with students like missed assignments, misuse of personal communication devices during class, poor performance, attendance problems, and lack of preparation or engagement while keeping their motivation strong and attitude about your class positive. Be prepared to challenge some of your assumptions about how teachers should relate to students, learn why it's important that students view you

in a positive light, and practice strategies for being likable and approachable without sacrificing rigor or your personal integrity.

GRADING AND FEEDBACK THAT PROMOTES LEARNING

Feedback IS Teaching!

Kathleen Hogan, University of Maryland University College
Audience: Has some experience with this topic
Length: 60 Minutes
Oak Alley, 4th Floor

We'll start with a discussion about what "Feedback IS teaching" means, and how feedback can help students develop as learners but also help faculty improve as teachers. Giving feedback is more than providing comments on students' work to support an assigned grade. Feedback enables a student to deepen their learning and to apply what they are learning at present to future learning. Faculty members also learn from the process of feedback, observing where learning is occurring or not, and adjusting the curriculum, instructions, or presentation of the tasks. This session looks at the components of feedback, how learning occurs from the process of feedback, and some best practices of providing feedback. We will then apply the concepts of effective feedback to examples of student papers and faculty feedback with the objective to refine our own distinct practices as faculty members.

SUPER TRACK: TEACHING AND LEARNING WITH TECHNOLOGY

Engage Your Students with Virtual World Learning Simulations and Games

Kay McLennan, Tulane University
Audience: Is new to this topic
Length: 60 Minutes
Grand Ballroom B, 5th Floor

This session will focus on how to use the free (or a low cost hosted) OpenSimulator platform to create virtual world and virtual reality learning simulations and games. Attendees will be provided with an avatar to use during the session (and after the session) to login to a virtual world and tour different types of educational simulations and learning games. The session will feature how to guidance on the basics of virtual world set-up for instructional use as well as how to guidance on the creation of screen capture video clips of avatar "actors" (to bring in-world case studies out-of-world and into learning management system or LMS course sites). In addition, the session will highlight how to use a virtual machine viewer to facilitate wider student and faculty access to virtual worlds (including the integration of virtual world logins capability through an institution's LMS).

SUPER TRACK: TEACHING AND LEARNING WITH TECHNOLOGY

Traditional vs. Cyber CATS: Different Breeds for Different Needs

Amanda Hurlbut and Karen Dunlap, Texas Woman's University
Audience: Has some experience with this topic
Length: 60 Minutes
Nottoway, 4th Floor

Classroom Assessment Techniques (CATS), also known as formative assessment strategies, are used by the most seasoned teachers who want to ensure that students have opportunities to

demonstrate their learning and receive feedback that facilitates continued growth. Traditionally, CATS have been used in higher education settings as a way to gauge student learning and mastery during/after a particular course session. But how can instructors use CATS in online and hybrid environments to gauge similar learning? This session highlights fresh updates to classic CATS strategies that can be used in traditional course settings, but also discusses how emerging technology through social media tools and synchronous technology applications can be used as formative assessment in online and hybrid settings.

Designing Effective Visual Aids for Engagement and Comprehension
Anne Beekman, University of Findlay
Audience: Is experienced in this topic and is ready to learn more
Length: 60 Minutes
Rhythms 1, 2nd Floor

Current students expect sophisticated visual aids. Poorly designed presentations can have a negative effect on learning and lower perception of the instructor's knowledge. Students can be distracted by decoration, bored by bland templates, or frustrated trying to read illegible text. By applying the principles of graphic design, this presentation will demonstrate how aesthetics can engage students and contribute to comprehension of content. The speaker will show examples that can easily be implement by non-artists; constructing a balanced layout, applying readable and elegant typography, selecting colors that communicate meaning; legally obtaining and using high quality photographs, illustrations, and graphics, and adding animation, video, and audio that enhance rather than compete for attention. Technical standards and tips for optimizing your PowerPoint file will be included.

Small Online Teaching Strategies that Engage Students and Improve Learning
Flower Darby, Northern Arizona University
Audience: Is experienced in this topic and is ready to learn more
Length: 60 Minutes
Rhythms 2, 2nd Floor

Do you want practical recommendations to dramatically improve online student engagement and learning, recommendations that don't require too much of your teaching time? If so, join us to explore practical, evidence-based changes you can make in your online teaching practice, small but impactful adjustments that result in significant gains in student engagement and learning. Whether you are new or experienced online faculty, you'll leave with brief learning activities, small course design modifications, and simple changes to your communication with online students, based on the approach outlined in James M. Lang's book, Small Teaching. In this session, you will: explore the research on effective student engagement and learning approaches and gain practical, minor techniques to apply immediately in your online teaching practice and communication with your online students.

The Flipped Classroom: Understanding the Pedagogy, Efficacy & Student Perceptions
Beth Counselman-Carpenter, Southern Connecticut State University
Audience: Is new to this topic
Length: 60 Minutes
Grand Ballroom D, 5th Floor

The flipped classroom is rapidly growing in popularity as an interactive method to promote student's active learning and improve student engagement. This session will discuss a two-year longitudinal exploratory study that utilized the flipped classroom to deliver advanced clinical practice curriculum to Masters of Social Work students. Participants will be able identify, define and analyze the benefits, challenges and best practices of using the flipped classroom, view examples of technologically-based final projects designed to break out barriers to clinical service provision including a behavioral modification app, a bilingual blog, an expressive arts resource website and a YouTube channel, and learn strategies to replicate this course and a variety of techniques to evaluate students' learning outcomes when using flipped classroom.

Intrapersonal Communication? How You Think Affects What You Say
Virginia Callens Gregg, MN State University Moorhead
Audience: Has some experience with this topic
Length: 60 Minutes
Grand Ballroom E, 5th Floor

Teachers diligently adapt to students' academic needs. We can enhance that by adjusting our communication patterns. How we think affects our communication which affects learning. Students tolerate our ear-digging and endless ums, but the intricacies of how we instinctively, intuitively present to them, react to them, influences learning. To improve communication, we must identify our personal thought patterns. We believe we know our underlying thoughts, but not often can we check for validity by "catching ourselves in the act" of thinking, and then scrutinizing it. This session offers crazy but revealing opportunities to do so! No labels. No judgments. Just fun and pure, unadulterated internal eye-openers. Only you will know what you discover. Then you can improve! Dare to learn and move some of your unknown thought patterns into your known window to be a more open communicator.

Engaging New Faculty through Active Learning at New Faculty Orientation
Cerisa Reynolds and Meg Spencer, Aims Community College
Audience: Has some experience with this topic
Length: 60 Minutes
Grand Chenier, 5th Floor

Research suggests that learner-centered educational approaches are best for our students, and faculty are often told to embrace and use learner-centered teaching to improve student success. However, it is not enough to tell our faculty to, for example, incorporate more active learning in their classes.

Instead, we must model learner-centered teaching from the moment new faculty arrive on our campuses. Here, we will share some of the learner-centered methods we use during Aims Community College's New Faculty Orientation, including group discussions, gallery walks, "speed-dating" events, and an educational escape room. Attendees will participate in their own escape room and will explore how they might best model learner-centered teaching for new faculty at their own institutions.

SUPER TRACK: TEACHING HEALTH SCIENCE MAJORS
Accreditation Readiness in Public Health: Preparation and Response
Brenda Soto-Torres, Ponce Health Sciences University
Length: 60 Minutes
Grand Couteau, 5th Floor

Accreditation is about quality assurance and improvement. Pursuing accreditation is important for the program and the students. From the program's viewpoint, it provides accountability in its coursework and processes. For the students, attending an accredited program is an indication of greater likelihood of receiving quality education in their chosen field. This session provides ideas on how to get organized for a program accreditation process, from preparing for the site visit to proactive reaction afterwards, with an emphasis on how professors can plan their courses with accreditation in mind. Ultimately, this will be of impact for future performance and quality improvement. The presenter will provide templates, showing how to link competencies, course objectives, lecture objectives, class activities, and assessments. The presenter will also provide examples of rubrics/checklists to assess different areas. After this session, participants will have examples of rubrics, tools, and resources and a template of the work plan.

10:00–11:00 pm

20-Minute Mentor Sessions

Gallery, 1st Floor, (2 Sessions)
SUPER TRACK: FACULTY DEVELOPMENT
1. How can disciplinary learning communities enact meaningful programmatic change in individual program courses?
Jill Parrott, Eastern Kentucky University

Consider how the use of programmatic goals for teaching and student learning can be achieved by focusing on developing shared faculty interest through professional learning communities (PLCs) focused on shared departmental goals. While PLCs are not a new concept, most literature focuses on how they are most effective when interdisciplinary. This session will consider the benefits of disciplinary PLCs, sometimes called departmental action teams (DATs): shared disciplinary genres, shared programmatic goals, opportunities to collaborate within departments and programs, and the opportunity to make real meaningful change for students more efficiently. Participants will leave having reflected on the ways a disciplinary PLC/DAT might benefit their home institutions, departments, programs, and courses.

2. How can a professional learning community support faculty development and student learning?
Carrie Jarosinski, Mid-State Technical College

Creating a professional learning community via a teaching and learning fellowship at a rural technical college supported ongoing professional development amongst post-secondary education faculty. During this year-long fellowship experience, cohort members strengthened teaching and peer mentoring skills, identified innovative classroom practices, and developed intradepartmental collegial relationships. Upon completion of the fellowship disparate areas of staff development were identified as well as interventions to address gaps including a new faculty mentorship program. Presenters bring first-hand experience in both the teaching and learning fellowship as well as the new faculty mentorship programming.

Borgne, 3rd Floor, (2 Sessions)
STUDENT ENGAGEMENT
1. How can closure activities end my lessons with a lasting impression?
Natasha Yates, St. Catherine University

You will take away many quick and easy closure strategies for your lessons from this session. Lectures or class meetings that just end do not leave lasting impressions as well as classes with closure. Closure or the wrap up of a lesson helps students recognize, summarize, acknowledge, and synthesize what they just learned. As education reformer, John Dewey is credited for stating, "We do not learn from an experience. We learn from reflecting on an experience." Closure strategies for a lesson are just that. Students have had an experience, and then reflect on that experience. Learn how to incorporate closure easily to your existing lessons to help students organize what they have learned in a meaningful way.

NEW FACULTY
2. What is the "recipe" for first-year faculty member success when teaching experience is limited?
Jodi Bower, University of Louisiana at Monroe

This session will discuss the challenges, failures, and successes of a first-year faculty member with little to no teaching experience. Using Louisiana Gumbo as a metaphor, I will correlate its recipe to the challenges, failures, and successes of my first academic appointment. I will also discuss how I brought industry experience into the classroom to make my first year successful. Takeaways include the importance of peer mentorship through an appreciative advising approach and the lesson that while teaching styles can be similar, every teacher provides his/her own flavor to the gumbo to enrich student experience.

11:15 am–12:15 pm

Closing Plenary Session

Active + Accessible: Teaching and Learning in the 21st Century
Brenda Brueggemann, Professor of English, University of Connecticut
Napoleon Ballroom, 3rd Floor
   We will explore how access can be imagined as active—and, conversely, how active learning can make space for access. As college instructors in the 21st century, we increasingly recognize the importance of active and accessible engagement in the classroom. We are paying attention to how students engage with learning and writing as well as who is included in such engagement (see: National Survey of Student Engagement, 2017). Several pedagogical movements—notably Universal Design for Learning (CAST, 2010) and Active Learning (Bonwell & Eison, 1991)—have also worked to define and advance student engagement. As exciting as these twin pedagogies/philosophies are, there is still much to learn about how they function—framed and crossing together—within the college classroom, and in what ways they are, and are not, compatible with each other.

12:15–1:15 pm

Lunch
Napoleon Ballroom, 3rd Floor

1:15 pm

Conference Adjourns
   Thank you for a successful 2019 conference. Use the tools and connections you've made at The Teaching Professor Annual Conference throughout the year. We hope to see you next year, May 29–31, 2020 in Atlanta, Georgia. Have a safe trip home!

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