



Lilly Conference

COLLEGE AND UNIVERSITY
TEACHING AND LEARNING

Austin, Texas

January 5-7, 2017

EVIDENCE-BASED TEACHING AND LEARNING

Conference Program/Abstracts

HOSTED BY:

ITLC | INTERNATIONAL TEACHING
LEARNING COOPERATIVE, LLC

Welcome - we're glad you're here!

For over 36 years, the Lilly Conferences on College and University Teaching and Learning have provided opportunities for the presentation of the scholarship of teaching and learning. Individuals from a variety of disciplines have gathered at Lilly Conferences to discuss issues related to teaching and student learning. Over the years, thousands of conversations among a diverse population of teachers have focused on sharing ideas, debating issues, and forming lasting friendships. We sincerely hope this conference extends that fine tradition.

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

We are pleased to be in Austin again this year. The program showcases 3 plenary speakers, 73 concurrent sessions, 8 round-table discussions, and 10 poster presentations.

In the hundreds of hours of work completed to make this conference possible, right at the forefront was the concept of a close-knit “community of learners” coming together to learn from one another. We hope you notice over the next few days the small touches provided to help that feeling of community develop and grow. The conference pace is brisk, there are many choices among concurrent sessions, and the risk of information overload is always present. If you need a break, Austin is the live music capital of the world, and ranks in the top 10 cities for BBQ! It has gained popularity as a travel destination by foodies, music lovers, families and hipsters. Spend an evening with a few of your new colleagues to check out what this great city has to offer.

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

Best,



Todd Zakrajsek, Ph.D.
Conference Director

2017 Plenary Presenters



Gladys Childs

Gladys Childs is currently serving as the Chair of the Religion Department and the Interim Chaplain for the Texas Wesleyan University. She frequently is a keynote speaker at conferences regarding faith development and how to improve pedagogical techniques. Gladys' published work covers both religious topics and pedagogical improvement. Works include: "Scaffolding in Interactive Digital Storytelling Assignment Design: Photo Story 3 and Zeega," "Multimodal Interdisciplinary Assignment/Assessment Design in First-Year Writing, Speech, and Religion Courses," and "Yawns to Yoda: Using the Force of Success Teams to Create Student Responsibility and Community."

Understanding Generation Z

Thursday, Jan. 5 at 2:00pm



Terry Doyle

Terry Doyle is an author, nationally recognized educational consultant, the CEO of Learner Centered Teaching Consultants, and Professor Emeritus from Ferris State University where he worked for 38 years. From 1998 to 2009 he served as the Senior Instructor for Faculty Development and Coordinator of the New to Ferris Faculty Transition Program for the Faculty Center for Teaching and Learning at Ferris State. Terry has presented 80 workshops on teaching and learning topics at regional, national and international conferences since 2000. During the past six years he has worked with faculty around the world and at 160 different colleges and universities across the United States on ways to develop a learner centered approach to teaching.

The New Science of Learning

Friday, Jan. 6 at 1:00pm



Todd Zakrajsek

Todd Zakrajsek is an Associate Professor in the Department of Family Medicine and former Executive Director of the Academy of Educators at the University of North Carolina, Chapel Hill. Todd served as a tenured associate professor of psychology at Southern Oregon University before directing three teaching centers (Southern Oregon University, Central Michigan University, and University of North Carolina) over the past 15 years. Todd currently serves in leadership roles for several educational efforts, and sits on editorial boards for journals in the area of teaching and learning. He also directs five Lilly Conferences on College and University Teaching and Learning. Todd is an international speaker who is requested regularly for keynotes and campus workshops, having published and presented widely on the topic of effective teaching and student learning. Todd recently co-authored two books, *The New Science of Learning* (2013) and *Teaching for Learning* (2015).

Rethinking Current Educational Trends: Balancing Faculty Expertise, Innovative Pedagogy, and Student Learning

Saturday, Jan. 7 at 2:00pm

Conference Information

Name Badges

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

Attending Sessions

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

Evaluation of Sessions and Conference

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

Meals/Guest Meals

Your conference registration includes an afternoon snack on Thursday; breakfast, morning coffee, lunch, afternoon snack and a reception on Friday; and breakfast, morning coffee, lunch, and an afternoon snack on Saturday. Name Badges are required for entrance to meals. Unfortunately, due to space limitations, it is not possible to have individuals pay for meals as a guest and dine with you or to join us for the reception. However, there are several restaurants within walking distance of the conference hotel.

Book Raffle

Through kind donations from Stylus Publishing, we have approximately \$500 in value of books to give away to conference participants this year. You received book raffle tickets with your conference registration materials. *Tear each ticket along the perforated edge, place half the ticket in the envelopes next to the books you most desire to win, and keep the other half with you as it will be necessary to claim the book.* The drawing will be held during lunch on Saturday. Although you do not need to be present to win, you must pick up the book by Saturday at 4:00 pm at the registration desk. Book winners will be posted at the registration desk by ticket number.

Social Media

Stay connected with us all year long through social media. Make sure to like us on Facebook, find us on LinkedIn as Lilly conference group, and tweet about your experience with #lillycon.

Acknowledgments

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

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

2017 Cosponsors: Angelo State University, Austin Community College, Baylor University, The Idea Center International Teaching Learning Cooperative, NISOD, Sam Houston State University, The Scholarly Teacher, Schreiner University, Scottsdale Community College, Stylus Publishing, University of the Incarnate Word, The University of Texas at Austin, and University of West Georgia.

Reviewers

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

2017 Lilly-Austin Reviewers:

Lynne Anderson, *Sanford College*
Pamela Barnett, *Trinity Washington University*
Marija Franetovic, *Lawrence Technological University*
Kathleen Gabriel, *California State University-Chico*
Eileen Grodziak, *The Pennsylvania State University*
Daphne Koch, *Purdue University*
Brenda Machosky, *University of Hawai`i West O`ahu*
Richard Minoff, *University of the Sciences*
Sal Meyers, *Simpson College*
Brian Smith, *Graceland University*
Mary Deane Sorcinelli, *University of Massachusetts*
Jeff Thomas, *University Southern Indiana*
Bridget Trogden, *Mercer University*
Christopher Ziemnowicz, *University of North Carolina, Pembroke*

Special Thanks

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

Session Abstracts and Objectives

In alphabetical order by the first presenter's last name

Enhancing Metacognition, Grit, and Growth Mindset for Student Success

Peter Arthur - *University of British Columbia*

Research studies indicate a positive relationship between a student's metacognition, grit, growth mindset, and academic success. This session focuses on evidence-based strategies we may embed in learning environments.

Abstract: Research studies indicate a positive relationship between a student's metacognition, grit, growth mindset and academic success. These traits can all be taught and through experience enhanced. Further, these traits all assist students with being successful lifelong learners. This session focuses on evidence-based strategies teachers may embed in their learning environments. Participants will then be able to evaluate multiple ways these strategies can be integrated into one's teaching. Note: The session will draw on all participant's experience and strategies in this area and will build on what participants are already doing.

Session Objectives: (1) Evaluate multiple ways metacognitive and growth mindset strategies may be integrated into one's teaching. (2) Reflect on their own teaching and recognize where they are supporting metacognition and growth mindset skills.

Presentation Type: 50-Minute Concurrent

Getting the Right People in the Room, Before You Build It: Planning Active Learning Spaces

Jeffrey Ashley - *Philadelphia University*

Using from our institution, strategies that maximize the effectiveness of planning teams for active learning spaces that optimize active and collaborative pedagogies are presented.

Abstract: The planning stage may well be the 'make or break' step in determining the overall success of campus wide initiatives that strive to renew learning spaces that enhance active and collaborative learning strategies. Getting the 'right' stake-holders into the planning stage and fostering productive discussions that ultimately align with your institutional mission is essential. Using active learning methods, participants in this session will identify strategies to maximize campus-wide 'buy-in' from all stake-holders, even before the learning spaces are built. This session is highly relevant to institutions thinking about embarking on learning space transformations that will align with active, collaborative pedagogies.

Session Objectives: (1) Learn effective strategies to gain campus-wide 'buy-in' from all stake-holders before built environments are updated to optimize active learning pedagogies. (2) Be able to orchestrate effective and constructive planning teams that represent all stake holders' agendas, interests and goals. (3) Identify the planning team members' characteristics which will lead to effective, productive planning of active learning spaces.

Presentation Type: 50-Minute Concurrent

Creating BALANCE: Pedagogical Approaches for (re)Designing the Basic Course

Jennifer Baker and James Proszek - *Northwestern University*

This session is about revising Public Speaking, a basic Communication Studies course, into an authentic course for the holistic discipline of communication studies.

Abstract: This session is about revising Public Speaking, a basic Communication Studies course, into an authentic course for the holistic discipline of communication studies. At the moment, instructors are challenged to adapt teaching objectives when (1) the course's role within the program is diminishing, and (2) students approach the course as little more than a means to their development in a different field. How can we develop a common language that speaks across these and other challenges to discuss the possibilities of teaching introductory communication studies courses that are required of our majors, as well as outside majors?

Session Objectives: (1) Understand how various agents (administrators, instructors, students, etc.) and instruments (the course syllabus, required texts, the physical classroom space, etc.) contribute to current formations of the communication studies basic course. (2) Consider critical approaches to transforming the basic course through the notion of balance. (3) Address present challenges and future opportunities for understanding basic course through an interrogative discussion of our teaching principles and practices.

Presentation Type: 50-Minute Concurrent

Designing Your Course to Optimize Students' Opportunity to Learn

Edwin J. Barea-Rodriguez - *University of Texas at San Antonio*

This workshop will model the use of Scientific Teaching which aims to approach teaching and learning with the same rigor as science itself.

Abstract: This workshop is designed to introduce Scientific Teaching, a pedagogical approach used to teach undergraduate science courses. Scientific Teaching aims to approach teaching and learning with the same rigor as science itself. This approach is now being used in many non-science courses. Scientific Teaching involves the use of backward course design, active learning and diverse classroom assessments techniques. The participants will practice designing a course using the Scientific Teaching approach. A brief presentation will be made demonstrating that using the Scientific Teaching method benefits all students and particularly students from underrepresented minority groups.

Session Objectives: (1) Be able to define Scientific Teaching. (2) Understand that active learning techniques facilitate the success of all students specially underrepresented minorities. (3) Begin assembling an action plan that leads to departmental and institutional transformation in pedagogy by using Scientific Teaching.

Presentation Type: 50-Minute Concurrent

Teaching and Modeling Wellness and Self-Care in the University Classroom

Jennifer Baumgartner - *Louisiana State University*

This presentation will describe wellness and how faculty can model and promote wellness and self-care among their students.

Abstract: Our instructional impact could be increased through an awareness of wellness and a commitment to intentionally modeling wellness and teaching students self-care. While most faculty are not experts in mental health and our courses are not designed to focus on content related to wellness, this presentation will describe:

(1) wellness and why it is important in the university classroom, (2) how faculty can model wellness (and become more self-aware), (3) embed the teaching of self-care into their course curriculum, and (4) highlight one example of teaching self-care in an university classroom.

Session Objectives: (1) Describe wellness and why it is important for student learning. (2) Describe how faculty can model wellness and self-care. (3) Describe practices for embedding self-care instruction within their teaching.

Presentation Type: Poster

Fostering Instructional Innovation: A Theoretical Framework

Don Beach and Kelley Shaffer - *Tarleton State University-Texas A&M University System*

This presentation discusses a theoretical framework for fostering instructional innovation that focuses on student learning outcomes, student engagement and satisfaction, and student success or completion.

Abstract: In an attempt to meet accountability standards, schools and universities have sought new ways to meet the changing learning needs of students. Many of these changes are considered “instructional innovations” and instructors at the PK-16 levels are confronted with decisions to adopt new technologies, strategies, content applications, and experiences into classrooms or courses. The purpose of this presentation is to identify a theoretical framework that can be used to guide educators in the decision-making process and an examination of active learning strategies that can be incorporated. A series of questions are provided to guide the decision-making process.

Session Objectives: (1) Examine a theoretical framework to guide decisions related to instructional innovation and use that framework to answer three questions about innovations. (2) Examine three categories of active learning strategies (intellectual, social, and physical) and assess the degree to which they are incorporated in instructional innovations. (3) Be able to apply the framework to their own instructional innovation activities.

Presentation Type: 20-Minute Concurrent

Powerful Classrooms: It All Begins with the Hook

Chelsea Biggerstaff - *Austin Community College*

In this workshop, participants will get hands-on with practical strategies for implementing “hooks” in the classroom and be encouraged to share and engage in discussions about how to apply “hooks” in content specific disciplines.

Abstract: “People learn best when information is presented in a context relevant to them. Learning should include authenticity that is related to their lives, work, or chosen educational pathways” (Center for Community College Student Engagement, 2013). In this workshop, participants will get hands-on with practical strategies for implementing “hooks” in the classroom and be encouraged to share and engage in discussions about how to apply “hooks” in content specific disciplines. The conversation will foster new ideas and strategies all faculty can take back to their classroom.

Session Objectives: (1) Gain a deeper understanding of learner-centered psychological principles. (2) Gain practical strategies and a wealth of resources for implementing hooks. (3) Gain feedback for continuous improvement.

Presentation Type: 50-Minute Concurrent

Online Learning is for EVERYONE: Using Universal Design Principles to Develop Accessible Online Course Content

Belinda Boon - *Kent State University*

Practical tips for accommodating students with ADA disabilities (physical and learning) in online courses, including instruction methods and assignments. Best practices handout and worksheet included.

Abstract: The “anytime, anywhere” nature of online education allows people who might not otherwise attend institutions of higher learning to earn college degrees. But providing access to education is not the same as ensuring accessibility. Individuals with physical impairments (e.g. blindness, deafness, arthritis, tremors, stuttering) and learning disabilities (e.g. ADHD, Autism) are often disadvantaged in the online environment. Content delivery methods like voiceover powerpoint and video lectures, and typical assignments like written papers, text-based discussions, and group work may create unforeseen barriers for these students. This session introduces principles of Universal Design and recommends practical tips for creating accessible online courses.

Session Objectives: (1) Become aware of intellectual and physical challenges faced by learners taking online courses. (2) Learn practical accommodations for students with physical and learning disabilities. (3) Apply Universal Design for Learning (UDL) principles to existing course design or student assignments.

Presentation Type: 50-Minute Concurrent

Inspiring Young Students with Hands-On, Scientific Research Experiences

M. Gabriela Bowden - *University of Houston-Downtown*

We have developed an intensive program to expose young students to multiple STEM disciplines. We describe here, our Microbiology Research Student Program.

Abstract: We have developed a research and career training program at the University of Houston-Downtown campus. This 9-month-long, 24-Saturday and 3-week summer training program is challenging and research-intensive, preparing students for careers in STEM. Qualified high school students from regional school districts, and some of our young undergraduates performed projects in Computer Science, Robotics, Microbiology, Chemistry and Math. The students were exposed to STEM careers, laboratory research, and STEM degrees at UHD and other colleges. Our Microbiology project, “Microbiology of Water”, allowed students to isolate organisms found in common water sources and to identify them using modern molecular biology techniques.

Session Objectives: (1) Be able to design an interdisciplinary program. (2) Learn introductory microbiological techniques applicable to any classroom. (3) Enhance student learning by showing students the thrill of scientific discovery.

Presentation Type: Poster

Integrating Career Development for Health Professions in Freshman Biology

Anne Bower - *Philadelphia University*

Research tracking the successful increase in career experiences, interviews and internships from integrating formative career pathway exercises into a freshman biology course will be summarized.

Abstract: Research has shown that the deepest learning and most successful career outcomes occur when students make connections themselves to real world settings. In undergraduate health professions training, exposure to clinical settings early in a student’s career results in higher employment rates and continued career progression.



Forty-eight freshman students enrolled in biology engaged in a five-part interactive career module. Pre and post tests were administered to assess student engagement and skill development. Upon completion, 98% had created a resume, interviewed a professional, and compared career paths; 85% had applied for an internship; and 78% had volunteered in a clinical setting.

Session Objectives: (1) Describe the connection between integrating career goals with course relevance for real world applications. (2) Compare the benefits of simple formative assignments for engaging students in sharing and implementing the first steps in actualizing their career goals to gain professional experience. (3) Assess and evaluate the potential to embed career pathways exercises in your courses at the freshman or sophomore level.

Presentation Type: Poster

A Self-Plagiarism Intervention for Doctoral Students: A Qualitative Pilot Study

Erin Breitenbach - *A.T. Still University*

Students reported self-plagiarism intervention was helpful in preventing self-plagiarism and should be included in orientation but did not believe self-plagiarism was an academic offense.

Abstract: This study evaluated student perceptions of self-plagiarism and the perceived effectiveness of a brief self-plagiarism video tutorial. Semi-structured interviews (n = 7) were conducted and doctoral students were queried regarding their knowledge and perceptions of self-plagiarism. The population was new doctoral students, as well as students who had committed self-plagiarism during the semester. Overall, participants reported a specific self-plagiarism intervention was more helpful in preventing self-plagiarism than a traditional plagiarism intervention and the intervention should be included in program orientation. Students did not believe self-plagiarism was a serious academic offense.

Session Objectives: (1) Effectiveness of a brief video tutorial in increasing knowledge among students about self-plagiarism. (2) Seriousness of self-plagiarism as an academic offense. (3) Importance of a self-plagiarism intervention in new student orientation.

Presentation Type: 20-Minute Concurrent

Counting that Makes a Difference: Three Levels of Student-Learning Assessment

Barbara L. Brown, Karen Hattaway, and Sandra McCurdy - *San Jacinto College Central, San Jacinto College North, and San Jacinto College South*

Encompassing qualitative and quantitative methods of classroom, department, and college-wide assessment, this session offers practice in techniques that encourage both student and faculty metacognition.

Abstract: This presentation offers practice in interpreting assessment data, in developing active responses to assessment findings, and in teaching students how to retain knowledge. We focus on three unique and equally valuable perspectives of assessment: student self-assessment, department analysis of success data, and institution-wide analysis of student behavior. Participants will have the opportunity to analyze authentic assessment materials, engage in assessment activities, and develop their own plans for similar assessments in multiple disciplines and at all levels.

Session Objectives: (1) Practice several kinds of classroom assessment activities. (2) Interpret data from a department faculty report. (3) Discover new techniques to shape student learning as well as assess it.

Presentation Type: 50-Minute Concurrent

Using a Classroom Assessment Technique to Develop an Exam Review

Katura Bullock - *University of North Texas System*

An exam review is a valuable way to help students prepare and reduce ambiguity. This presentation will discuss the benefits, opportunities, and results of student-driven exam review approaches.

Abstract: The use of examinations to assess students' competence is ubiquitous in education. Therefore, consideration of quality exam reviews to ensure adequate preparation should be strongly considered. An innovative exam review design was implemented in a team-taught, graduate-level course using a classroom assessment technique. Students were required to submit the most confusing point for a specific topic and instructors responded to problem areas for the class as the basis for the exam review. A post-course survey revealed the exam review had positive influence on student learning outcomes. Participants will be exposed to this approach and discuss options for student-driven exam reviews.

Session Objectives: (1) Discuss the utility and benefits of an exam review for students and instructors. (2) Learn about an exam review approach which relies on student input. (3) Understand the impact of the classroom assessment technique on course outcomes.

Presentation Type: 20-Minute Concurrent

Moving F2F to Hybrid and Online 2.0: Strengths and Challenges

Jan Byers-Kirsch - *Central Washington University*

This session focuses on factors that contribute to effective strategies and challenges of adapting an in-class pedagogy to hybrid or online learning and teaching.

Abstract: Teaching university courses completely online or in a hybrid modality is becoming more popular every year. It is cost effective and convenient for instructors and students, but is it the most effective modality for learning and teaching? This session focuses on the research based factors that contribute to effective strategies for hybrid and online learning and teaching and the challenges based on empirical research. The presenter will offer an instructor and student perspective gleaned from converting popular face-to-face courses to online and hybrid. Participants will share their own experiences and offer suggestions for making this innovative instructional method effective practice.

Session Objectives: (1) Identify effective and ineffective components of hybrid and online learning and teaching. (2) Articulate strengths and challenges of hybrid and online learning and teaching. (3) Be able to glean strategies from others for hybrid online learning and teaching.

Presentation Type: 50-Minute Concurrent

When Words Matter and When the Format Doesn't: Text Technology in an Online STEM Laboratory

Dana Byrd and Gene Byrd - *Texas A&M University, Kingsville and University of Alabama*

Neuroscience shows verbalization improves test performance. For astronomy lecture then on-line courses, student discussion of quizzes and discursive questions gives clear final exam improvement.

Abstract: Neuroscience demonstrates that verbal formulation improves test performance with more activation in higher brain areas. We applied this result to two introductory astronomy on-campus classes, one with multiple choice quiz question peer discussions and the other not. The discussion class performed 23% better on the final.

We extended this to two online classes including quiz peer discussion areas but with added discursive questions for one. The latter class performed 12% higher on the final than that with no discursive questions. Finally, for two such peer discussion classes, paper and e-text books produced comparable final exam scores.

Session Objectives: (1) Learn how to apply cognitive neuroscience evidence-based learning research to instructional practices. (2) Review evidence for peer instruction discussion effectiveness for introductory astronomy courses (on-campus and on-line). (3) Lead participants through steps of single factor variation and evidence testing to improve teaching.

Presentation Type: Poster

Collaboration via Team Teaching: Practical Strategies for the IVC/Distance Education Environment

Sean Camp and Susan Egbert - *Utah State University*

This interactive workshop provides a theoretically grounded, how-to guide for collaborative design and implementation of team teaching in a distance education (IVC) context.

Abstract: This presentation provides an interactive “how-to” guide for designing and implementing team-taught courses in the distance education (IVC) environment, including practical strategies for effective planning, preparation, curriculum- and technology-related issues; dynamics inherent in real-time course delivery; and incorporating a self-reflective process for ongoing evaluation and course improvement. Qualitative data regarding student perceptions and experiences of team-taught distance education will be provided, as well as ongoing efforts regarding research in this area. Active participation will be facilitated through sharing and requesting examples and situations that illustrate core pedagogical principles regarding the presented methodology.

Session Objectives: (1) Learn practical and effective strategies for addressing course planning and preparation, real-time course delivery, and self-reflective evaluation. (2) Learn to delineate and engage with specific methods and innovative approaches in our model of team teaching in a multi-site distance education classroom. (3) Receive application examples and findings from our integrated evaluation process.

Presentation Type: 50-Minute Concurrent

Increasing Student Success with Intervention Tutoring

Carrie Carmack - *University of West Georgia*

To describe Intervention Tutoring, a program that increases student success by implementing a growth mindset practice and providing academic support for students.

Abstract: In this session, the audience will discover how a simple research project resulted in a successful tutoring program that increased student success in a core course. I will present the illustrations of analyzed data and explain how the results of my data inspired me to create a tutoring program that encourages a growth mindset atmosphere with my students. I will discuss aspects of the model that I experienced to be successful, and those that were not. The session will give participants an opportunity to develop ideas and brainstorm ways they can incorporate similar practices in their work.

Session Objectives: (1) Learn about the analyzed data that measures the effectiveness of Supplemental Instruction for Mathematics courses, and has encouraged the development of a tutoring program that provides a method for teachers to create immediacy with their students. (2) Understand the practices used to implement a growth

mindset culture among students to increase their academic success. (3) Discuss ways to implement these methods in their work and provide them with a question and answer session so they may obtain more specific information.

Presentation Type: 50-Minute Concurrent

The Validity of Outcome Attainment Measures Versus Grades

Ronald Carriveau - *University of North Texas*

Evidence that grades calculated with extra-credit non-test points lack validity as measures of outcome attainment compared to attainment measures derived from test performance only.

Abstract: Making instructional and course design decisions requires the use of a highly valid measure of student performance that is directly associated with students' attainment of specific learning outcomes. Grades do not provide this direct measure. Most institutions continue to use grades as a measure of student success because they don't have a way to calculate a meaningful measure of outcome attainment. This session presents a statistical comparison of grades versus outcome attainment values for course evaluation and reporting purposes, and offers participants a three-level outcomes-based assessment model for computing valid outcome attainment measures.

Session Objectives: (1) Know how to determine student attainment of learning outcomes. (2) Understand the relationship of grades and outcome measures. (3) Make valid evaluation and instructional decisions based on outcome attainment values.

Presentation Type: 50-Minute Concurrent

Transformative Education Through Creative Literacy

Siu Challons-Lipton - *Queens University of Charlotte*

Creative Literacy addresses the 21st century needs of our students in higher education with transformative learning through the arts.

Abstract: The notion of creativity can no longer be restricted to the arts. 21st century fluencies are not solely about technical prowess. Technology, particularly the Web, requires skills for reading and writing creatively in order to derive meaning from what is being communicated. In studying the creative process, students develop critical and creative thinking. They are taught to think differently, to ask questions, to look at things in ways they have never imagined, taking responsibility for the person they are and will become, to become active citizens in this innovative conceptual world.

Session Objectives: (1) Understand the value of the arts in education across disciplines. (2) Be exposed to this in historical perspective. (3) Learn about the application in a class on Creative Literacy.

Presentation Type: 20-Minute Concurrent

Understanding Generation Z

Gladys Childs - *Texas Wesleyan University*

Abstract: Generation Z is a unique generation who are not like Millennials. Some liken Gen Z to the Greatest Generation of the early 1900's. Gen Z were born into a world of turmoil and technology and while they offer the world a bright future in many respects, keeping their attention and teaching them may not necessarily be easy and may require some adjustment in pedagogy. In this plenary, we will delve into the world of Generation Z

and explore their unique characteristics. We will learn pedagogical tools that will help this generation focus, be motivated, and engage in the classroom.

Session Objectives: (1) Gain understanding of Generation Z's unique characteristics. (2) Learn pedagogical tools to aid student focus and class buy in. (3) Understand the importance of using technology as an aid in teaching this generation.

Presentation Type: Plenary Presentation

Closing the Gap Between Understanding and Belief

Tyler Collette - *Texas A&M University, Kingsville*

This session will identify topics for which there is a disconnect between understanding an idea and belief and discuss pedagogical approaches to overcoming this disconnect.

Abstract: Learning has been conceptualized both theoretically and practically as knowledge change. However, thinking about learning as only change in knowledge ignores the difference between changes in understanding and changes in belief. Ignoring this distinction can lead to errors in how to plan instruction. In this session we will identify topics across disciplines for which there is a disconnect between understanding and belief, learn about pedagogical approaches to eliminating the disconnect between understanding and belief, and explore means for evaluating the efficacy of different approaches for helping students incorporate scientific understanding into personal belief.

Session Objectives: (1) Identify topics across disciplines for which there is a disconnect between understanding and belief. (2) Learn about pedagogical approaches to eliminating the disconnect between understanding and belief. (3) Explore means for evaluating the efficacy of different approaches for helping students incorporate scientific understanding into personal belief.

Presentation Type: Round Table Discussion

What Is the Scholarship of Teaching and Learning? Seven Steps to Engage and Produce It

Milt Cox - *Miami University*

Participants will discuss seven steps that can help them find and design a teaching and learning project that could become a SoTL presentation and publication.

Abstract: There is a new discipline in higher education that features the scholarship of teaching and learning (SoTL). The presenter of this workshop is an editor-in-chief of a journal that publishes the scholarship of teaching and learning. He will define and discuss the ongoing cycle of scholarly teaching and the scholarship of teaching and learning. In addition, participants will discuss seven steps that can transform a teaching, learning, or institutional problem or opportunity into SoTL. We will discuss a template that can assist the planning of a SoTL project that could lead to a SoTL publication.

Session Objectives: (1) Describe the ongoing cycle of scholarly teaching and the scholarship of teaching and learning. (2) Describe 7 steps that can help find and design a teaching and learning project that may lead to a SoTL presentation and publication. (3) Describe examples of SoTL projects and presentations.

Presentation Type: 50-Minute Concurrent

Sustaining or Initiating Your Faculty Learning Community Program

Milt Cox - *Miami University*

Many colleges and universities have faculty learning communities (FLCs) as part of their development programs. We will discuss your questions about building and sustaining FLCs.

Abstract: Many colleges and universities have faculty learning communities (FLCs) as part of their faculty/educational development programs. Research results about the effectiveness of FLC impact on faculty and staff participants, student learning, and implementation strategies are helpful in designing, implementing, and sustaining FLCs. At our table we will discuss 16 recommendations for building and sustaining FLCs and FLC programs. We will provide opportunities for participants to ask questions about FLCs and meet others who are working with initiating or facilitating FLC Programs on their campuses.

Session Objectives: (1) Describe 16 recommendations for building and sustaining FLC programs. (2) Provide some solutions for questions you have about FLCs. (3) Take home some resources about working with FLCs.

Presentation Type: Round Table

Principles for Conflict Resolution with the Conflicted

Jordan Daniel and Edgar Reed - *Angelo State University and Hardin-Simmons University*

Students are rarely versed in conflict resolution when they come to our classes. How do we engage them in this process while also teaching them how to resolve conflicts appropriately.

Abstract: We often work with and around people who have recently become adults. Being an adult does not always equate to acting in an appropriate manner. At times situations can arise that lead to conflict between students and faculty alike. It is not always possible to achieve a resolution to such situations without developing a mental scaffolding as to how to achieve it. Utilizing the dual concern model of conflict resolution to address these current needs may be the answer.

Session Objectives: (1) Define conflict resolution and its application to the field. (2) Outline and describe the ways the needs of both parties intersect. (3) Give examples of real world application of principles to guide conflict resolution with college students.

Presentation Type: 50-Minute Concurrent

Simulating the Face-to-Face Experience in an Online Course

Heather Donofrio, Melissa Brode, and Jennifer Benjamin - *University of West Florida*

Instructors delivering the same MBA course online and face-to-face are using an interactive video teaching platform to simulate a more face-to-face environment in virtual classes.

Abstract: Anecdotal evidence of online versus face-to-face classes led instructors to conclude that students were being harsher on student peer reviews in virtual classes. Speculation was that the anonymity of the online review led to deindividuation and freed the students to behave in ways they would not without anonymity (Chang, 2008). Using an interactive online teaching platform that allows for video peer-to-peer feedback and customized rubrics, the instructors are creating a virtual learning environment that more closely simulates a face-to-face class. This approach can potentially re-define face-to-face learning in the context of a virtual environment. Statistical studies are being conducted to confirm hypothesis.

Session Objectives: (1) Discuss the reason for harsher peer reviews in virtual classes versus face-to-face classes. (2) Compare peer reviews in online courses versus face-to-face classes. (3) Demonstrate activities using an online teaching platform that provides a more face-to-face class experience for peer reviews in an online course.

Presentation Type: 20-Minute Concurrent

EnACTing Inclusive Classroom Environments Through Drama-Based Pedagogy and Reflection

Devon Donohue-Bergeler - *University of Texas at Austin*

This session empirically examines instructor and student perspectives of how drama-based pedagogy facilitates a positive classroom environment and inclusion of students who identify as LGBTQ/queer.

Abstract: This session examines instructor and student perspectives of how drama-based pedagogy (DBP) facilitated a positive classroom environment and inclusion of students who identify as LGBTQ/queer. We collected data from 20 students in a first-semester collegiate German course that included drama-based activities. Data include student-generated written reflections, assignments, and the instructor's notes. To qualitatively analyze the data, we used a grounded theory approach that allowed concepts and categories to emerge from the data. We will present and discuss results from the study along with implications and recommendations for session participants to apply DBP in their own teaching contexts.

Session Objectives: (1) Empathize with how students experience drama-based pedagogy (DBP), both as individuals and collectively, and apply aspects of DBP in their own instructional contexts. (2) Reflect on how to foster a more open classroom environment for all students, and especially for students who identify as LGBTQ/queer. (3) Trace how the instructor and two undergraduate students in the course transformed anecdotal evidence and their own perceptions into an evidence-based empirical study.

Presentation Type: 50-Minute Concurrent

The New Science of Learning

Terry Doyle - *Ferris State University*

Abstract: Almost daily, neuroscience, biology, and cognitive science researchers reveal new insights about how the human brain learns. The value of this research is its potential to elevate the learning success of all students. This research requires changes in the way teaching is approached and in what students are told about how to be successful learners. This presentation will discuss many of these new research findings and how to apply them in a higher education setting. Topics will include movement and exercise, stress, sleep, memory, attention, patterns and learning, student's mindset, and the role the human senses play in learning and memory.

Session Objectives: (1) Be able to share with their students the research on ways to improve their learning and studying practices. (2) Apply at least one idea about how to get students moving to improve their learning. (3) Have a greater awareness of how students take in, process, and retrieve new information and skills.

Presentation Type: Plenary Presentation

Students Framing Themselves as Critics and Creators: Social/New Media as Sites of Multimodal Learning

Stacia Dunn Campbell¹, Carol Johnson-Gerendas¹, Gilchrist White², and Stacey Burlison² -

¹*Texas Wesleyan University*, ²*College of the Mainland*

As creators of new media projects, students join collaborative discourses, question perceived authority, and develop critical perspectives about their worlds—they become change agents!

Abstract: Multimodal compositions using blogs, Twitter, Wikis, Webware, or other digital environments provide students places to engage socio-academically, produce new knowledge, and create co-adjudicated products. Students join communities, negotiate public discourse, challenge the linearity of texts, question perceived authority, engage in vulnerability, allow multiple meanings (chora), and develop critical perspectives about their worlds. Attendees

will leave this session with ideas for designing learning activities that support student agency and participation in transformative multimedia assignments that draw on a variety of digital genres. Attendees will design outcomes that foster connectedness as students develop a growth mindset in researching and accessing subject-matter expertise.

Session Objectives: (1) Learn (and apply to their own courses) how student agency (communication authorship and authority) can be transformed using social media and multimodal writing assignments. (2) Learn how to create classroom and digital environments and assignments where chora (multi-voiced discourse), including both students in the classroom and digital/social media, prepare students to create and interpret meaning from multimedia texts in an increasingly digitized world. (3) Explore how various digital genres work to create social groups and diminish boundaries between experts and novices facilitating rich research opportunities.

Presentation Type: 50-Minute Concurrent

Which Teaching Methods Best Relate to Student Satisfaction with Courses and Instructors by Discipline

Lynn Eaton and Jen Jones - *University of Mary Hardin-Baylor*

Presenters will show which teaching methods, by discipline, best relate to student satisfaction with courses and instructors.

Abstract: Presenters will use three years of IDEA student ratings of instruction results to show the relationship between teaching methods, by discipline, and student satisfaction with courses and instructors at a small (~4000 students) University. Attendees will gain a better understanding of which teaching methods may best be implemented to maximize student learning. We will also look at whether the best teaching methods vary by discipline.

Session Objectives: (1) Understand which teaching methods, by discipline, may best be implemented for student course satisfaction. (2) Understand which teaching methods, by discipline, may best be implemented for student satisfaction with instructors. (3) Discuss ways to implement specific teaching methods within their own discipline.

Presentation Type: 50-Minute Concurrent

Listening to Faculty: Leveraging Faculty Input to Improve Early College High School Design

Heather Elias and Melissa Biegert - *Austin Community College*

This session explains how Austin Community College leveraged faculty input to revamp the design of its Early College High School programs.

Abstract: Austin Community College launched its Early College High School endeavors in Fall 2011 with comprehensive programs embedded in two low-performing urban high schools. In examining how to revamp these programs to improve student outcomes, ACC personnel gathered faculty input through interviews and surveys. This input helped ACC administrators pinpoint issues of concern that helped drive a redesign of the college's Early College High School models, increase faculty satisfaction, and improve student outcomes.

Session Objectives: (1) Understanding Early College High School models implemented at Austin Community College. (2) Experiential data: utilizing insights from faculty-driven research projects to inform decision-making. (3) Leveraging research to improve Early College High School program design and outcomes.

Presentation Type: Poster



Using Team-Based Simulations to Introduce Organizational Change Management Theory and Practice to Business Students

John Fick - *A.T. Still University*

In this highly interactive session, participants will be introduced to a change management theory and learn to apply this model using a team-based simulation exercise.

Abstract: Findings from recent research regarding U.S. business leaders suggest that facilitating change management initiatives within an organization requires significant leadership and team building competencies, particularly in a turbulent environment. These important competencies are essential for graduates to transition into their new roles as emerging business leaders. Thus, the session facilitator will briefly compare a number of existing change theories with a “new” practical change management theory to be applied during the use of an interactive case study simulation that will assist our future business graduates in becoming competent in the key areas of leadership, team building, and change management.

Session Objectives: (1) Gain knowledge of a new change model that will serve as the theoretical framework for developing a team based, change process in an organization. (2) Actively apply the new change model learned by practicing it in a controlled, team based simulation case study. (3) Evaluate, debrief and reflect on the business case, observations of the team process, and ultimate team decisions made for purposes of improvement.

Presentation Type: 50-Minute Concurrent

Engaging and Motivating Students

Anne Fletcher and Julia Maffei - *Austin Community College*

Every teacher aims to engage and motivate students to be successful in their courses. Unfortunately, many students fall behind and drop out of courses because they become discouraged by the challenges they face. In our presentation, we hope to provide tea.

Abstract: The Problem: In spite of the efforts of so many, why is the success rate among college students still not higher? Colleges across the United States are seeking answers to this problem. Books have been written, and research has been conducted, and yet, a large percentage of students surrender to the challenges and problems they face, and they stop trying to succeed in school. The Solution: By working with students to develop positive mindsets, build learning communities, and set SMART goals, teachers can guide students towards achieving greater success in their college careers.

Session Objectives: (1) Build and maintain a community of learners within the classroom. (2) Encourage and foster a positive learning mindset. (3) Set and achieve SMART goals.

Presentation Type: 50-Minute Concurrent

Understanding Motivation: The Expectancy-Value Model

Jude Gallik - *Schreiner University*

Several theories of motivation will be presented, culminating in the expectancy- value model, with ideas for applying the model in the classroom.

Abstract: The presenter will begin by defining motivation, then briefly discussing several perspectives of motivation including needs-related approaches (Maslow’s hierarchy, needs for achievement, autonomy, stimulation, novelty), avoidance motivation (need to avoid failure), and drive reduction models. The presenter will explain how the expectancy-value model incorporates all the theories and perspectives into the two variables of expectancy (can

I do it?) and value (is it important?). Examples of high and low motivation activities will be discussed, using a numeric formula. Finally, in dyads or triads, participants will discuss ways of increasing student motivation by enhancing expectancy and/or value for their students.

Session Objectives: (1) Learn about a variety of perspectives of motivation.

Presentation Type: 50-Minute Concurrent

Nurturing Social Responsibility Through Self-Awareness

Jessica Garcia - *Michigan State University*

Participants will review pedagogical strategies which contribute to a more empathetic and engaged learning environment and enhance social responsibility outside the classroom.

Abstract: Participants will explore the classroom as a potential landscape for fostering civic engagement and social responsibility. This session will review the curriculum design of a senior capstone course in sociology and consider ways in which to apply the main components of this course across disciplines to inspire, and empower students including PechaKucha presentations, service-learning, structured reflections, scaffolding, and personal narratives. Each of these strategies contributes to a more empathetic and engaged learning environment and enhance social responsibility outside the classroom.

Session Objectives: (1) Learn how the PechaKucha model can be used to promote self-awareness and create an empathetic and engaged classroom environment. (2) Review pedagogical strategies to maximize the benefits of service learning. (3) Explore the role of personal narratives to enhance civic responsibility and social responsibility.

Presentation Type: 50-Minute Concurrent

Flipping the Classroom to Teach the Evaluation of Research Articles and the Development Scientific Literacy

Pamela Geernaert - *Hood College*

This presentation demonstrates how recorded podcasts are used to model how to evaluate research articles to teach scientific literacy skills.

Abstract: Scientific literacy is the ability to comprehend the basic principles of science and apply them. Teachers can help students learn how to comprehend social science research by modeling the thinking that occurs while reading graphs, charts, and data tables. This presentation highlights a pilot project in which software was used to record professors reading research articles focusing on a) operationally defining concepts, b) identifying independent and dependent variables, c) determining levels of measurement and d) recognizing confounding variables. In class, students then worked together in groups to select articles and practice the skills which were modeled in the recorded videos.

Session Objectives: (1) Learn about a technology that can be used in multiple ways to increase student comprehension of complex material outside the classroom. (2) Learn about a flipped classroom technique used to teach scientific literacy. (3) Learn how to apply the ideas and technology from this presentation into their own disciplines.

Presentation Type: 50-Minute Concurrent

Modifying the Flipped Experience to Enhance the Learning of Calculus

Rim Gouia-Zarrad - *American University of Sharjah*

I will talk about the benefits and the challenges of a modified flipped classroom model to teach undergraduate students in first year university Calculus classes.

Abstract: Engaging students in university mathematics classes can be a challenge for professors. One pedagogical technique is the use of pre-class videos in a flipped classroom. The students are exposed to the concepts and theories before attending class so that class time can be devoted to interacting with the content to better understand it. I will present the results of a study, conducted in a private university in the Middle East investigates the use of the flipped classroom model with undergraduate students in first year university Calculus classes and the preliminary steps taken before its implementation.

Session Objectives: (1) Examine how the flipped learning can be an effective tool in creating active learners. (2) Learn the benefits of a modified flipped classroom to teach undergraduate students in first year university Calculus classes. (3) Understand the challenges of the flipped experience.

Presentation Type: 20-Minute Concurrent

Know HOW You Think to Help Determine WHAT You Think

Virginia Gregg - *Minnesota State University, Moorhead*

Discuss theories of Ethnocentricity, Cognitive Consistency and Cognitive Dissonance. Three audience participation exercises exemplify how one's ideas, behavior, and communication are influenced by these theories.

Abstract: TAs products of our environment (ethnocentricity), when confronted with unknown or disagreeable information (cognitive dissonance), we balance our minds by focusing on what we do know or is agreeable (cognitive consistency), thus inducing subconscious biases/prejudices. Yet, cognitive consistency is an automatic and healthy reaction to dissonance, but biases result in negative behaviors, so how do we create a balanced mental state? The first exercise identifies our embedded ethnocentricity, the second creates an awareness of our need for cognitive consistency among facts, inferences, and judgments, and the third exercise provides a tool to help us balance our inconsistencies without undue bias.

Session Objectives: (1) Develop a workable understanding and definition of the theory of ethnocentricity as it relates to our own and our students' behaviors. (2) Develop a workable understanding and definition of the theory of cognitive consistency and cognitive dissonance and how it influences our own and our students' behaviors. (3) Apply this learned information to a formula or pattern that will help us and our students select a means of recognizing bias, balancing our minds, and realize the positive or negative result of that choice.

Presentation Type: 50-Minute Concurrent

Effects of Voice, Movement, and Thought on Each Other in Speech Presentations

Virginia Gregg - *Minnesota State University, Moorhead*

Audience activity demonstrating interrelated effects of voice, movement, and mental thought. This eye-opener amazes participants, demonstrates theories, is often quite humorous, and may be acceptably embarrassing.

Abstract: Theories and studies present relationships among verbal and nonverbal communication and the brain. I'd present these findings to students hoping mastery of such facts would improve their speech presentations. It didn't. Not really. Out of desperation to improve student speeches, I devised a verbal/physical exercise demonstrating interrelations among words, movement, and thought. It generated a personal awareness within

students that was previously elusive. Evidence of improved mastery of the art of speech making was in recorded speeches, audience critiques, and students' own post-presentation self-analyses. The audience will participate in this exercise and experience the strange encounters among speech, movement, and thought.

Session Objectives: (1) Exhibit comprehension of the effect of verbal and nonverbal communication on each other by explaining and differentiating among the results of different versions of the exercise. (2) Examine ways to improve student presentations in non-speech classes by suggesting behaviors and techniques learned from this experience. (3) Apply this learned information by relating ways in which they can integrate a positive interrelation among their own verbal, nonverbal, and mental behavior.

Presentation Type: 50-Minute Concurrent

Does That Make Sense, Y'all?: Communication Effectiveness for Faculty

Trey Guinn - *University of the Incarnate Word*

Part of being a great faculty member is communicating effectively, particularly in the classroom. This fun and interactive session is purposed to enhance your communication skills as a faculty member.

Abstract: Our ability to communicate effectively matters. Communication is central to people's lives, and our success and failures, both personal and professional, are linked to our skills as communicators. To educate, shape opinion, inspire change, and achieve results, we must create persuasive messages and deliver them with impact. This will be an interactive session that emphasizes how communication skills and interpersonal competencies enhance our effectiveness around the workplace, home, and beyond. Participants can expect to leave with a fresh perspective on how to be a more clear, concise, compelling, and confident communicator. Bring a positive attitude, and be ready to learn while having a little fun.

Session Objectives: (1) Communication skills. (2) Interpersonal competencies. (3) Engaging students.

Presentation Type: 50-Minute Concurrent

Creating New Classroom Connections: Innovative Ways to Enhance Student Learning and Development

Trey Guinn - *University of the Incarnate Word*

In this session, I explain how relationships—beyond the connections that I establish with each of my students—take my courses from good to great.

Abstract: In this session, I explain how relationships—beyond the connections that I establish with each of my students—take my courses from good to great. First, I will focus on and share the how-to of an experiential activity wherein students engage one another dyadically, reflect on individual encounters, and then write about the communicative behaviors of peers and self. Second, I will discuss the benefits of bringing-in friends/colleagues to the classroom virtually for “Skype-a-scholar” discussions, during which students get to meet, learn from, and interact with scholars from all over the world. Third, I will share strategies for going-out and various ways to teach while traveling abroad. Specifically, I will focus on my most recent summer-abroad course in Europe, where I maximized space—the plane, train, pub, cafe, and elsewhere—to strengthen student ties and enhance student learning.

Session Objectives: (1) Innovative pedagogy. (2) Classroom technology tools. (3) Experiential learning ideas.

Presentation Type: Round Table



Expanding Laboratory Experience Following Through Avenues of Scientific Methodology

Donovan C. Haines - *Sam Houston State University*

Laboratory experience is expanded with avenues for active engagements, collaborative interactions, and critical thinking. This presentation plans laboratory activities to incorporate aspects of scientific process.

Abstract: Laboratory has been integral part of many undergraduate courses at university education. Previous studies have shown that students learn minimally except the completion of a set of lab formalities. The new educational doctrine proposes that students apply core concepts, construct new knowledge, and validate or discover new knowledge from their own experiences. This presentation will discuss how applying the scientific process, students will achieve the following set objectives, which include students get actively engaged, collaborate with other students, and enhance critical thinking skills, and prepare a scientific report. Furthermore, instructor will be able to successfully assess students' effective learning through this unique experience.

Session Objectives: (1) These objectives help students get actively engaged, collaborate with other students, and enhance critical thinking skills, and prepare a scientific report.

Presentation Type: 50-Minute Concurrent

Faculty Symposium: A Model for Faculty Engagement in Campus Initiatives

Cher Hendricks, Rod McRae, and Keith Pacholl - *University of West Georgia*

Using the Faculty Symposium model to engage and empower faculty in large-scale campus initiatives focused on course and curriculum redesign.

Abstract: In this session, participants will learn from the experiences of one university about best practices for engaging and empowering faculty to plan and implement large-scale campus initiatives. We describe three current initiatives, along with our approaches for faculty engagement, barriers and challenges of each, and lessons learned in implementation. We then describe the Faculty Symposium model, which we have found to be the most successful for broad participation, buy-in, and organizational change. We provide opportunities for participants to consider ways the Symposium model can be used on their campuses to plan and implement course/curriculum design and redesign initiatives.

Session Objectives: (1) Explain one university's lessons learned for involving faculty in large-scale curriculum and course redesign efforts linked to campus academic initiatives. (2) Describe the Faculty Symposium model as a best practice for engaging faculty in large scale campus initiatives. (3) Engage participants in discussions about ways the Faculty Symposium model can be used on their campuses to support large- and small-scale initiatives.

Presentation Type: 50-Minute Concurrent

Building Language Skills Using Team-Based Learning Approach

Milvia Hernandez - *University of Maryland Baltimore County*

TBL has been widely used in many disciplines. Little is known in foreign language classes. This session discusses its successful implementation in a Spanish Course.

Abstract: Team-Based Learning has been widely used in many disciplines. However, very little is known of its use in foreign language classes. During this session, I will discuss the implementation of TBL in a Review Elementary Spanish course. TBL modules were modified to: Readiness Assurance Tests (RAT) focused on grammar structures, application on communicative activities, team projects on cultural reflection, and online chats or in-class role-play. Data analysis included: pre/post tests, surveys, and comparisons of course final grades with traditional languages courses. With positive results, TBL has provided opportunities to interact with and better engage students in and out of classes.

Session Objectives: (1) Understand how a Team Based Learning Approach can be a useful teaching approach in the foreign language classrooms. (2) Analyze success and challenges using TBL in a foreign language course. (3) Inspire instructors to transform their teaching approach by applying techniques from others fields into our courses.

Presentation Type: 50-Minute Concurrent

21st Century Pedagogy: Co-Challenging as a Pedagogical Innovation in a Doctorate of Education Program

David Holman and Daniel O'Meara - *Arkansas State University*

Calls for change in educational leadership programs are commonplace. Suggestions that these programs are of poor quality have also lead to calls for programs innovation.

Abstract: Co-challenging, a cooperative teaching strategy is being developed by two professors in an educational leadership (Ed.D.) program. Training programs in educational leadership are found in almost every state as well as through online venues. Pressures in the operational environment have placed an emphasis on the review of the quality of these programs. Co-challenging is aimed at creating an effective revamping of the traditional leadership training pedagogy through an instructional practice of having more than one professor at a time actively engaged in challenging the students. We find further implications for research and practice through a redesign of traditional classroom pedagogy.

Session Objectives: (1) Go beyond the traditional concepts of co-teaching and explore the innovative practice of "Co-challenging." (2) Explore the value of challenging the students to re-think their educational leadership studies in order to be better able to function in their role as student/emerging leader/emerging scholar by linking content across multiple courses throughout the seminars. (3) The role of the co-professor in the classroom dynamic: a discussion on higher education in which the structure of the university blocks this type of activity.

Presentation Type: Round Table

Show Me the Data: What Else Can the Clicker Do?

Meshagae Hunte-Brown - *Drexel University*

Testing in large classes is challenging. This proven approach using clickers is scalable, has rapid turnaround, minimizes cheating and has fail-safe alternatives for technology failures.

Abstract: There were multiple challenges with testing in our department especially for classes of up to 700 students including a decision to discontinue scantron service. For a new spin on an 'old' technique, I began using clickers for testing. This method satisfied 'today's' student as grades are available immediately and fit within the needs of the faculty. The protocol developed is efficient for small and large class sizes and removed two of the primary burdens of testing; grading and grade dissemination. This, while simultaneously removing opportunities for cheating and ensuring alternatives in the event of technology failure.

Session Objectives: (1) Solution to challenges associated with test administration especially in large classes. (2) Protocol for use. (3) A fail-safe backup plan to address any technology failures.

Presentation Type: 50-Minute Concurrent

Releasing the Reins: Community-Based Learning Led by the Community

Meshagae Hunte-Brown - *Drexel University*

Increased focus on civic engagement presented a unique opportunity to respond community and the needs of the students through a new community-based learning course.

Abstract: A big push toward civic engagement sparked course offerings that engaged surrounding communities. This presented a unique opportunity for students interested in medicine to hone important skills as well as provide an important service to the community. A community-based learning course guided by community interest and led by the students. The instructional model was inquiry based, the community partners selected content based on their interests and the students developed material which was then delivered to the community partners. The inter-generational exchange caused gains in areas the students didn't expect and the community partners received invaluable resources.

Session Objectives: (1) Plan guided learning. (2) Design community-based learning classes. (3) Assess learning in non-traditional courses.

Presentation Type: Round Table

Think Like a Game Designer: Techniques for Creating Learning Games

Jeff Johannigman - *Austin Community College*

Can we make learning as addictive as a good game? Jeff Johannigman, former computer game producer, will show you how to design a great learning game.

Abstract: In this workshop, you will learn how professional designers create board games and computer games that are fun and addictive. Discover the resources that game designers draw from, the steps that they take to turn a real-world setting into a game simulation, the factors that are considered during implementation, and the process used to tune a game's playability to high levels of engagement and addictiveness. Learn how to apply these same approaches to any topic, whether taught in the classroom or by online delivery.

Session Objectives: Participants will be able to articulate: (1) Working definitions of "fun" and "games." (2) The twelve essential ingredients for creating an engaging, addictive game. (3) A six-step process for game creation.

Presentation Type: 50-Minute Concurrent

Walk This Way, Talk This Way: Teacher and Student Perceptions

Dawn Katz - *Lamar Institute of Technology*

This session explores teacher perception through engagement, enthusiasm, classroom climates, diversity, and the effect they have on course outcomes for both students and faculty.

Abstract: We expect our students to walk a certain way and talk a certain way, but all too often they don't meet these expectations. Likewise, our students their instructors and professors to walk a certain way and talk a certain way. What happens when we don't meet the students' expectations? Studies have proven the manner in which students and teachers perceive one another depends on numerous variables. In this interactive session, we'll explore teacher perception by examining engagement, enthusiasm, classroom climates, diversity, and the effect they have on course outcomes for both students and faculty.

Session Objectives: (1) Identify key components of teacher perception and student perception. (2) Develop an understanding of best practices for engaging students through communicating enthusiasm and building positive relationships. (3) Experience best practices through interactive and eye opening activities.

Presentation Type: 50-Minute Concurrent

Changing Course with Metacognitive Strategies

Christa King and Chelsey Vincent - *Mississippi State University*

This presentation demonstrates how to teach metacognitive strategies through a multisensory approach.

Abstract: An interactive presentation demonstrating the relationship between metacognitive strategies and note-taking strategies through a multisensory approach.

Session Objectives: (1) Understand the value of redesigning instructional strategies to impact student learning. (2) Participate in effective metacognitive strategies that impact student learning. (3) Brainstorm classroom strategies to effectively impact student learning

Presentation Type: 50-Minute Concurrent

Developing Student Consensus Building Skills in Collaborative Project-Based Learning

David Kratzer - *Philadelphia University*

This presentation explores consensus building in project-based learning, the development of student skills and the value of professional compromise from social, emotional and leadership standpoints.

Abstract: Project-based learning (PBL) is a core component of educational curricula from preschools to universities. In order to prepare our students for an increasingly more dynamic future it is critical to add collaborative consensus building skills. Many innovation business models speak of project-based organizations where primary productive activities for growth and development are focused, short term projects. This presentation explores the importance of consensus building, development of such skills through PBL, the role a client plays in the process, and the ability for our students to understand the value and importance of professional compromise from social, emotional and leadership standpoints.

Session Objectives: (1) Develop an understanding of the role of consensus building in project-based learning. (2) Explore tools and methodologies for collaborative consensus building skills in project-based learning. (3) Develop an understanding of the collaborative role of clients and the value of professional compromise in project-based learning.

Presentation Type: 50-Minute Concurrent

Problem-Based Learning in Action

Aryn Kruse and Shane Cox - *Simpson College*

Participants will have an opportunity to hear experiences of PBL in action, learn basic principles, discuss application across disciplines, and reflect on problem design.

Abstract: Problem-based Learning (PBL) is an active learning pedagogy in which students are presented with a problem; students learn new concepts through addressing issues in the problem. Results of initial implementation of PBL in two dissimilar disciplines will be shared. Best practices will be covered relating to both the implementation of this pedagogy as well as its execution within the classroom. Presenters will demonstrate a two-stage process of PBL problem-writing; stage one contains the development of an exploration phase while stage two encourages one to clarify objectives. Participants will reflect on problem design in their own discipline.

Session Objectives: (1) Gain knowledge of the Problem-Based Learning model. (2) Engage in discussions regarding PBL across disciplines. (3) Apply PBL to their own discipline.

Presentation Type: 50-Minute Concurrent

Adapting Faculty Development for the Needs of Large Class Instructors

Danielle Lusk and Tiffany Shoop - *Virginia Tech*

This interactive presentation will focus on supporting large class instructors through faculty development initiatives. Initiatives created at the presenters' institution will be shared.

Abstract: Large classes are often seen as a viable solution to ever-looming resource issues in higher education. However, with large classes comes a variety of challenges that instructors face. In the realm of faculty development, how can we adequately prepare faculty to face these challenges? In this session, the presenters will lead a discussion centered on large class instruction and faculty development, specifically highlighting (a) issues faculty developers currently face and ones they foresee regarding the teaching of large classes, (b) current and upcoming faculty development initiatives that address these challenges, and (c) planning and collaboration within and across institutions.

Session Objectives: (1) Analyze the issues facing their own institutions and others in respect to large class pedagogy. (2) Evaluate current faculty development practices for their efficacy in respect to large class pedagogy. (3) Examine new practices in faculty development for their potential benefits for faculty teaching large classes.

Presentation Type: 50-Minute Concurrent

Engaging Learners with Good Course Design (No Matter the Environment)

Karen Mann and Mia Lamm - *Johnson & Wales University*

Explore strategies for good course design that engage students in a variety of learning environments.

Abstract: A growing number of faculty now teach in multiple environments including F2F, Web-enhanced, Blended and Online. Good course design is vital to learning no matter the context in which it is taught. Choosing an appropriate pedagogical approach and utilizing sound instructional design principles will ensure a learner-centered environment is created which is essential to promote learning. In this session, you will learn how instructional design methodology can guide you in choosing content, assessments, instructional strategies, and technology tools that promote learning, retention, and engagement no matter the teaching platform.

Session Objectives: (1) Plan a lesson that incorporates the essential components found in good course design that promote student engagement and learning retention. (2) Select appropriate instructional strategies to create a learner-centered environment for a variety of learning platforms. (3) Evaluate a course to determine if all essential component criteria have been met.

Presentation Type: 50-Minute Concurrent

Redesigning a 300 Level Course to Include Active Learning

Julie Mariga - *Purdue University-Polytechnic College*

Cohort member in Instruction Matters: Purdue Academic Course Transformation, my course was redesigned to achieve a greater student-centered learning environment by incorporating active learning.

Abstract: Redesigned my 300 level course based on being part of a cohort of faculty that went through Purdue's IMPACT (Instruction Matters: Purdue Academic Course Transformation) training. The overarching goal of IMPACT is to achieve a greater student-centered learning environment by incorporating active and collaborative learning as well as other student-centered teaching and learning practices. The creation of a student-centered learning environment will foster student engagement and student competence, as well as increased attainment of course-specific learning outcomes.

Session Objectives: (1) How I redesigned my course to be more student-center learning.

Presentation Type: 50-Minute Concurrent

Universal Design in the Higher Education Classroom: Say it Ain't So

Katrina Maynard and Corrie Kelly - *Longwood University*

Abstract: The presenters address issues within the higher education classroom by incorporating Universal Design of Learning (UDL) during the presentation and processing of new material. The incorporation of these principles and guidelines, make all learning accessible and equitable for the needs that exist in the higher education classroom. There are a wide variety of abilities and challenges that some students faced with. This presentation will show participants how to apply the research and body of knowledge that supports it uses to create courses that ensure lectures, discussions, visual aids, videos, printed materials, labs, and fieldwork are accessible to all students.

Session Objectives: (1) Learn about the research to support the use of Universal Design in a higher education classroom. (2) Examine the methods and instructional strategies that can be used in a higher education classroom to make learning accessible by all students. (3) Discuss implications of the research and instructional strategies for their own higher education classrooms.

Presentation Type: 50-Minute Concurrent

The 3 A's of Active Learning: Awareness, Attitude, and Application

Kerri McKenna and Doug Penix - *Gateway Community and Technical College*

Active learning is not a 10+ min lecture followed by a group activity. Instead, mindful lecture takes place during the transition between activities.

Abstract: Student persistence is tied to social and academic engagement; the most efficient vehicle for providing this integration is an active learning classroom. Active learning is more than a small group activity. Instead, it is an intentionally structured sequence of activities which work collectively to reach the highest levels of academic scholarship. In short, students are provided the freedom to explore, question, and master content while simultaneously building professional relationships. This session will provide an overview into what active learning is: a philosophical shift in teaching pedagogy. Learn how to define “your” active learning, implement protocols, and create your own classroom.

Session Objectives: (1) Convey individual teaching philosophy as it applies to active learning pedagogy. (2) Articulate a list of active learning characteristics. (3) Explore the steps to creating an active learning classroom and course.

Presentation Type: 50-Minute Concurrent

Giving Students Feedback on Their Papers: Evidence-Based Tips

Sal Meyers and Brian Smith - *Simpson College and Graceland University*

This round table will focus on sharing advice on writing effective comments on student papers.

Abstract: Instructors often provide students with feedback on drafts of papers; students are then expected to revise their papers based on the feedback. Participants in this session will learn what types of feedback help students effectively revise their writing. Round table participants will share suggestions for improving feedback based on their own experiences.

Session Objectives: (1) Describe the types of feedback that evidence has shown improves students' writing. (2) Use the evidence from research on feedback to improve the feedback they offer to their own students. (3) Identify additional suggestions for improving feedback based on the experiences of other instructors.

Presentation Type: Round Table

Signature Course Stories: The Next Chapter of Curriculum Overhaul

Patricia Moran Micks and Lori Holleran Steiker - *The University of Texas at Austin*

A major initiative in the campus' curriculum overhaul, Signature Courses employ a distinct academic curriculum designed to transform high school students into collegiate thinkers.

Abstract: The Signature Courses at UT-Austin connect first-year students with distinguished faculty members' passion, research, and expertise in unique learning environments. A major initiative in the campus' curriculum overhaul, Signature Courses employ a distinct academic curriculum designed to transform high school students into collegiate thinkers. Using the Signature Course as a model, we will provide an overview on developing and implementing such a course, as well as next steps for promoting and assessing this innovative pedagogical approach. Participants will receive a copy of the Signature Course Stories book, as well as gain insight into the Signature Course Stories 'wowsite.'

Session Objectives: (1) Develop a basic plan for proposing a Signature Course on their campus. (2) Understand the complexity of the Signature Course model, and how it differs from a traditional freshman seminar 101. (3) Learn about next steps for promoting and assessing this innovative pedagogical approach.

Presentation Type: 50-Minute Concurrent

Inverted Learning and Student Social Ties

Megan Osterbur - *Xavier University of Louisiana*

This presentation reviews the findings from my research on the impact of inverted learning on social ties among students and reviews the literature social ties and student retention.

Abstract: Prior research on student retention has noted the detrimental effect of feelings of anomie on retention as well as the positive impact of learning communities and close friendship groups. I demonstrate that inverted learning improves social ties, in addition the benefits currently discussed in the literature on inverted learning such as increased engagement. In the current climate of competition for student bodies and pressure to improve retention and graduation rates, such findings would have immediate applicability for improving college/university ability to improve these figures

Session Objectives: (1) Be able to design an assessment of social ties in the classroom. (2) Understand the value of student social ties to retention. (3) Outline their current classroom activities that facilitate stronger social ties among students.

Presentation Type: 50-Minute Concurrent

Transformative Leadership Development Through Short-Term Study Abroad Integrated with Servant Leadership

Carolyn "Kelly" Ottman - *Milwaukee School of Engineering*

Grounded in research and a China-based case, this session centers on the value and components of short-term study abroad to promote transformative leadership development.

Abstract: Global competence is essential for responsible engagement in the world. International immersion programs provide experiences that build high levels of global business acumen. With intentionality, these programs can also promote transformative leadership development. This session focuses on the value of short-term immersion programs, as well as highlights structure and learning models to promote transformation. Specifically, best practices ground in literature, alumni feedback and the author's seven years of experience with a China short-term immersion program will be shared. Participants will engage in structured discussions and nominal group activities centered on servant leadership/service learning and implementing practices in their environment.

Session Objectives: (1) Understand the value and components of short-term study abroad to promote transformative leadership development. (2) Examine the role of servant leadership/service learning as a pedagogical approach to promote global leadership acumen. (3) Share multiple years of findings from student work/reflections based on a graduate short-term study abroad program based in China, while encouraging the sharing of best practices among participants.

Presentation Type: 20-Minute Concurrent

Specifications Grading: Reducing the Pain in Your Assessment

Missi Patterson - *Austin Community College*

In this interactive session, we'll review a thought-provoking new approach to grading and develop solutions to our most frustrating grading challenges.

Abstract: A faculty colleague of mine once said "I teach for free. They have to pay me to GRADE." What if we could take grading from a frustrating task to a more enjoyable one? What if we could offer our students choices that let them guide the way they are assessed by their instructors? Specifications Grading offers a paradigm for transforming how we grade. Whether you hope to adopt this approach or just want to reevaluate your current grading methods, this interactive session will help. We'll explore what makes grading dissatisfying and develop techniques that can empower both faculty and students.

Session Objectives: (1) Examine challenges with current grading systems. (2) Evaluate techniques from the specifications grading approach that can alleviate dissatisfaction with grading. (3) Practice implementing specifications grading techniques.

Presentation Type: 50-Minute Concurrent

Just Tell Me the Answer: Navigating Student Resistance to Desirable Difficulties

Diane Persellin and Mary Daniels - *Trinity University and Centre College*

We will share research and strategies for dealing with student resistance when they are asked to work harder to learn more.

Abstract: While long-term retention may increase when students are required to work harder, dealing with student frustration can be challenging. In this session we will present research on desirable difficulties or making things harder, but in a good way. We will then share strategies from a variety of disciplines for dealing with student resistance when they are required to work harder and even experience failure. Attendees will also be invited to share their strategies for dealing with this resistance.

Session Objectives: (1) Gain a better understanding of the current research on desirable difficulties. (2) Learn and develop strategies that incorporate desirable difficulties into our practice. (3) Share strategies on dealing with student resistance to desirable difficulties.

Presentation Type: 50-Minute Concurrent

Five Studies and Five Tips to Enhance Student Learning

Adam Persky - *University of North Carolina, Chapel Hill*

Scholarly teaching requires we use evidence to inform instruction. This session will discuss five studies and translate those studies into instructional tips and future scholarship.

Abstract: Scholarly teaching uses evidence to inform teaching practice. This can be challenging because our instructional practice may be based on our experiences or the experiences of others. This session will discuss five studies and how these studies have resulted in changing or informing instruction. These studies focus on learning and memory research – an area that can help us be more effective, and maybe more efficient, in facilitating student learning. Also, we will discuss how these studies resulted in further research and the role that the scholarship of teaching and learning can play in advancing instruction for the everyday instructor.

Session Objectives: (1) Apply evidence-based instructional strategies into their classes. (2) Identify potential areas for the scholarship of teaching and learning. (3) Describe terminology related to learning and memory.

Presentation Type: 50-Minute Concurrent

Design Thinking Techniques Applied to Immersive Community Engagement

Wendy Puffer - *Indiana Wesleyan University*

A summer branding identity project with 15 undergraduate students and three professors ignited a community. What began as a simple project exploded into an immersive learning experience.

Abstract: Design thinking is a successful, energetic method of idea generation, providing a platform for emerging creative and innovative ideas. This project engaged undergraduate students during a summer urban project, conducting various design thinking methods with community members to prompt energy toward revitalization in a declining rustbelt town. Students wrestled with data and engaged in highly challenging experiences to improve communication between their university and the city. They became the conduit for new collaboration between these key players.

Session Objectives: (1) Be aware of design thinking methods for the purpose of generating ideas. (2) Learn of methods of engaging students in design thinking processes. (3) Be aware of the potential design thinking methods have for engaging students in community projects.

Presentation Type: 20-Minute Concurrent

Using Artificial Intelligence Technologies to Evaluate And Improve Student Writing

Andrew Quagliata - *Cornell University*

Learn how artificial intelligence technologies are being used to provide students feedback on their writing. We'll discuss benefits and limitations, and review examples.

Abstract: Learning to write well is difficult and teaching writing requires a significant investment of instructor resources. At this session, participants will learn how artificial intelligence and linguistics technologies are being used to score and provide students feedback on their writing. Published research and original data will inform our discussion of the benefits and limitations of using automated writing evaluation technologies. Finally, participants will review writing samples from the assessment at the beginning of the semester (pre) and the assessment the end of the semester (post).

Session Objectives: (1) Learn how artificial intelligence can be integrated in the classroom today. (2) Understand the current strengths and limitations of artificial intelligence. (3) Analyze and reflect on writing samples evaluated by a computer and a teacher.

Presentation Type: 50-Minute Concurrent

Mastering the “Out of the Box” Workshop

Linda Reifler-Alessi - *St. Petersburg College*

Students are the experts as you facilitate with an “out of the box” workshop that engages every student in dialog, information evaluation and critical thinking.

Abstract: Ever wished that you could get your point across with an “out of the box” workshop that engages every student in your class in group dialog, article evaluation and synthesis, critical thinking and debate over an issue in one great class? Let your students be the experts as you facilitate instead of teaching the theme or topic. This design session will take you through the planning steps and give you the tools and tips you need to facilitate a dynamic workshop with ease. Includes: Principles, Basic Design, How to Include Cognitive Development, Working with a Group and Processing Techniques.

Session Objectives: (1) Help student’s contextualize through a series of exercises designed to make them think beyond actual events. (2) Enable the students to work both independently and in groups that will further their understanding of issues through dialog and research. (3) Enable students to be the experts and teach on another with concise guidance and planning.

Presentation Type: Poster

Everyone Eats: Creative Ideas to Integrate Food & Learning

Michelle Reina - *University of Mary Hardin-Baylor*

Can food be a learning tool? This session will explore rationale and ideas for using food in your classroom and assignments.

Abstract: Everyone eats. However, college students in particular have eating constraints such as time, ability, and money. Using food in the classroom has the potential to change the dynamic of interaction and engages students more fully in the learning experience. The presenter will share learning activities and assignments that have been used in global issues and international business courses. However, the ideas are applicable to many disciplines including art, literature, religion, history, languages, biology, and economics among others. Finally, we’ll brainstorm the intersection of food with your discipline and ways food could be used in your own classroom and assignments.

Session Objectives: (1) Explore the rationale for teaching with food. (2) Discover class activities and assignments that integrate food. (3) Create ways food can be used to teach courses in your discipline.

Presentation Type: 20-Minute Concurrent

Video Reflective Journals in the Business Curriculum

Michael Ricco and Anthony Pelligrini - *Colorado State University and Southern Utah University*

Video Reflective Journals in the university business curriculum have shown promising learning advancement/feedback from students, via this reflective/critical thinking and video medium model.

Abstract: A Video Reflective Journal (“VRJ”) model is an original construct, and now having been tested with hundreds of business students, with the goal to enhance critical thinking and subsequently: learning. This presentation will describe the model, the implementation process, and preliminary data and feedback, which indicate that this is a versatile and useful model to enhance reflective thinking which in turn drives critical thinking and applied learning experiences. Session attendees will capture the essence of the model and how to integrate/adapt it into their own courses.

Session Objectives: (1) Present this model combining reflective thinking, critical thinking and connections to course content, all leveraged via the video medium.

Presentation Type: 50-Minute Concurrent

Career Development of Non-Tenure Track Faculty: Experiences of Successfully Navigating the Promotion Process

Erin Robinson - *North Carolina State University*

Non-tenure track faculty are a growing contingency within the academy. Come and learn about the preliminary results of our study of success strategies used by faculty who were promoted.

Abstract: Attendees will learn about success strategies employed by non-tenure track faculty who were promoted for their excellence in teaching, research or on the clinical track. Preliminary results of interviews from over 50 non-tenure track faculty members will be presented, with suggestions for what university administration can do to support this critical group of faculty.

Session Objectives: (1) Learn strategies for success as non-tenure track faculty. (2) Learn how university administration can support non-tenure track faculty.

Presentation Type: Poster

Progress Monitoring: An Evidence-Based Practice in Teacher Preparation Programs

Clarissa Rosas and Kathleen Winterman - *Mount St. Joseph University and Xavier University*

The presentation provides critical information on the use of progress monitoring as an evidence-based strategy which should be included in all Teacher Preparation Programs.

Abstract: Given that the majority of students with disabilities spend most of their instructional day in general education classrooms; it is critical that teacher preparation institutes provide all teacher candidates with evidence based practices to assist in monitoring and examining their teaching practices to ensure that students with disabilities are progressing toward meeting their IEP Goals. The presenters will provide participants with the research that supports Progress Monitoring as an evidence-based practice used to assess P-12 students' academic performance and evaluate the effectiveness of instruction. Discussion on strategies to instill this important practice, including a prototype checklist, will be included.

Presentation Type: Round Table

This is Not a Lecture: The Rewards of Student-Generated Productions

Kerry Rourke and Beth Wynstra - *Babson College*

We will watch two original student films, discuss course design and pedagogy, and ask participants how they might use student-created texts in their own realms.

Abstract: Participants will watch and engage in a guided discussion of two short, student-created films about gender, race, and class at a small institution of higher education. We will detail our methodology for eliciting material for the films and will share concrete tools for turning student narratives into a creative and compelling production. We will ask participants to consider the following: How might you use student-created texts in your own respective courses, disciplines, and institutions? Furthermore, how can you tie that work to broader themes and concerns in your disciplines, academic communities, and/or cultures?

Session Objectives: (1) Share a process that actively engages students in the production of texts (in this case, short films). (2) Demonstrate concrete teaching methods that others can borrow, modify and apply in their own realms. (3) Discuss the rewards, pitfalls and possible revisions of student-created classroom content.

Presentation Type: 50-Minute Concurrent

Opening Moves: First Day Activities to Engage Students and Encourage Learning

Deseree Salvador - *Hawaii Community College*

Practice various strategies to create meaningful first-day exchanges between students. This seminar is especially relevant for students who are very new to the concept of college.

Abstract: My research in the college-going experience of Native men and my practice in instruction at both a tribal and indigenous-serving colleges highlights the importance of peer interaction for student success. First day experiences are vital to create this inclusive learning environment. Positive first day experiences keep students returning for learning. Creating a this begins with encouraging a safe and responsive classroom environment. While student-teacher interaction is important, peer interaction is equally, and possibly even more critical. We will practice multiple first-day strategies designed to get students to engage with each other and venture out of their comfort zone, moving from learned helplessness to active learning.

Session Objectives: (1) Practice four opening acts designed to develop camaraderie in class. (2) Practice the learning mindset for instruction.

Presentation Type: 50-Minute Concurrent

Truth and Consequences: The Impact of Plagiarism Detection Software

Susan Schorn - *University of Texas at Austin*

Data from multiple tests of TurnItIn and SafeAssign prompt us to scrutinize plagiarism detection software's impact on student learning and on institutional values.

Abstract: Tests show that plagiarism detection software works poorly to "catch" plagiarism, producing abundant false positives and false negatives. Yet services like TurnItIn claim to "[verify] student authorship" and "show how much of a document is original," while relieving faculty of the "time-consuming" process of reading student writing. Misplaced faith in plagiarism detection software can create a culture where students are denied authentic conversations about audience expectations, and are never exposed to disciplinary norms surrounding common knowledge. We will trace the impact of plagiarism detection software on student's understanding of writing and academic honesty.

Session Objectives: (1) Understand, via original data, the flaws and biases in common plagiarism detection software systems. (2) Explore the impact of plagiarism detection software on students' understanding of plagiarism and their professional development as writers. (3) Consider links between plagiarism detection software, class size, and instructor workload.

Presentation Type: 20-Minute Concurrent

Early Professional Experience Develops Maturity and Confidence

Peggy Shadduck, Michael Bailey, and Elizabeth Smith - *Dallas County Community College District, Brookhaven College, and Sharyland Utilities, L.P.*

DCCCD mINiTERNs are involved in "real world" research and problem solving in collaboration with a local company and a college leaders, learning essential professional skills.

Abstract: Students at all levels benefit from the opportunity to learn more about life in the workplace. In partnership with Sharyland Utilities, L.P., the Dallas County Community College District STEM Institute piloted a non-credit, unpaid experiential learning opportunity for students on the university transfer track. By gathering observational and survey data, the program has been modified to provide a unique “real world” co-curricular learning experience. Session participants will learn about the development of the program, its unique approach, and plans for the future. They will also participate in discussions about how this model could be adopted in their region.

Session Objectives: (1) Learn about a unique community college/business partnership to provide co-curricular experiential learning. (2) Learn how formative survey and observational data were used to guide deep changes during the pilot stage of the program. (3) Engage in guided discussion to determine how this model could be adopted in their region.

Presentation Type: 50-Minute Concurrent

Teaching with Heart and Technology, Facilitating a Course Redesign Experience

Karen Sides and Kathleen Hudson - *Schreiner University*

Learn how one slightly techno-phobic faculty member worked with a faculty development center to create a high quality, heartfelt and technically rich course redesign.

Abstract: As our world evolves so does our approach to education. Digital technologies are key to that evolution and learning how to engage students with digital content is part of the process. But how do we maintain the human connections, the depth and quality of our courses and also add technology? Clearly, we cannot keep piling on our course content, instead we need to redesign our courses to facilitate the relationship between ourselves, our students and subject matter. Learn how one slightly techno-phobic faculty worked with her faculty development center to create a high quality, heartfelt and technically rich course redesign.

Session Objectives: (1) Dialog about the development of collaborative relationships between faculty and faculty development centers that focus on effectively facilitating the integration of digital media by honoring the integrity of the teacher and the content of the course. (2) Review examples of a course redesign processes intended to enrich student and faculty learning experiences through digital media. (3) Provide feedback on the process and the outcomes of a relationship-centered digital course redesign project.

Presentation Type: 50-Minute Concurrent

Small Changes, Big Effects: Improve Learning by Adding Tools and Removing Barriers

Brian Smith and Sal Meyers - *Graceland University and Simpson College*

Changes to your teaching that take only a few minutes of class time can increase student learning and show effects up to two years later.

Abstract: Improving student learning does not require major changes to your teaching. Instead make small changes – maybe a 5-minute activity in multiple class sessions or a longer, one-time exercise. This session focuses on small changes in two domains. First, change the way students think about the course material using techniques implementing Doyle’s claim that “the one who does the work, does the learning.” Second, change students’ thoughts, feelings, and beliefs about themselves and/or about learning. We will share the research-based principles underlying small changes possible in these two domains and collaborate with attendees to identify small changes that implement these principles.

Session Objectives: (1) Explain at least three research-based principles that can be implemented as part of brief exercises in class to improve students' learning. (2) Implement at least one brief in-class exercise to improve students' performance by changing the way in which they are learning the material. (3) Implement at least one brief in-class exercise to improve students' performance by changing their thoughts, feelings, or beliefs about themselves and/or learning.

Presentation Type: 50-Minute Concurrent

Bridging the Music Theory Gap: Stories from the Field

Jennifer Snodgrass and Timothy Hamilton - *Appalachian State University*

This study seeks to better understand the teaching practices of music theory instructors on the high school and university level.

Abstract: This study seeks to better understand the teaching practices of music theory instructors on the high school and university level. The list of educators chosen for this study represent the best of the best, those of whom have won teaching awards. One must begin to develop an overall understanding of not only “what” is taught, but “how” and “why” music theory is taught in classrooms across the country. This presentation will highlight those pedagogical approaches observed, approaches that impact how music theory is taught, including interdisciplinary studies, music performance, musicology, and creative approaches in teaching.

Session Objectives: (1) Understanding pedagogical approaches. (2) Integration of diverse musical styles. (3) Student directed learning.

Presentation Type: Poster

A Team-Based, Active Learning Tool: The Power of Six

Kathy Statos - *Austin Community College*

This presentation will explore a team-based active learning tool worthy of any discipline created to increase student engagement and learning, based on the different learning styles.

Abstract: This is an opportunity for instructors of all disciplines to learn about multiple, effective learning styles that embody active, collaborative, and real-world learning, collectively called The Power of Six. The Power of Six acts as the facilitator for educational training, nurturing, and experimentation. This team-based active learning tool represents creative innovative rethinking of all types of subject matter that allows the instructor to be less encumbered by traditional learning approaches, and ultimately enhances student learning and creative teaching. The Power of Six, also optimizes collaborative involvement for all students through team-based practices, fostering co-creation, sharing of ideas, and cultivating critical thinking skills. In addition, through classroom application, observations and discussions, The Power of Six is perceived and valued as a tool that enhances the learning experience for students. This presentation will highlight the application of The Power of Six and speak to the value of team-based, active learning practices and demonstrate how to orchestrate the design and implementation process. This model can be used to support adoptions of active learning practices and collaborative teaching and learning for students.

Session Objectives: (1) Understand the value of team-based and active learning. (2) Demonstrate design and implementation process of the team-based, active learning tool. (3) Collaborate with the presenter and peers to use the model and transform the learning experience at their institution.

Presentation Type: Round Table



Faculty Professional Development: Using Evidence-Based Teaching to Design Compelling Curriculum

Abigail Stonerock - *Virginia Community College System*

Learn to design professional faculty leadership development courses and programs that “sell out” the first day, require wait lists, and attract standing-room only crowds.

Abstract: Teaching teachers is no easy task, and meeting the complex developmental needs of faculty, staff, and administrators is even more daunting. Many busy faculty argue that they do not have time for in-house faculty development programs and events, no matter how good they may be. This session provides award-winning practices among nationally recognized programs that have shaped the design, development, and delivery of a new era of professional leadership programs designed to challenge, motivate, reward, and keep proven and high-performing teaching and administrative faculty. This session proves that it is possible to build a compelling curriculum for busy, skeptical faculty.

Session Objectives: (1) Demonstrate the transformative effect of evidence-based teaching practices in curricular redesign efforts. (2) Identify how the convergence of service learning and servant leadership practices revolutionize classroom engagement of adult learning. (3) Propose transferable and sustainable best practices to create innovative and compelling learning environments.

Presentation Type: 50-Minute Concurrent

Faculty Use of Student Data for Research on Instructional Improvement

Marilla Svinicki - *The University of Texas at Austin*

Faculty are stakeholders in efforts to adopt data-based approaches to instructional improvement. We will explore how faculty decide on analyzing student data to improve instruction.

Abstract: One important group of stakeholders in the effort to adopt data-based or analytics approaches to instructional improvement is the faculty. This session reports the results of an exploration of factors that influence faculty to consider or reject using analysis of student data to improve instruction, based on social cognitive theory. Self-efficacy, value of the outcome, and feasibility of using a student data-based reflection process were found to be related to the actual use of the process by faculty. Types of data that could be gathered will be discussed, and strategies for encouraging their use will be brainstormed.

Session Objectives: (1) Clarify their understanding of using student data as an instructional or research tool. (2) Explore the reasons behind faculty reluctance to gather student data for improvement and strategies for encouraging them to reconsider. (3) Contribute to the creation of a list of student data sources that can be used for instructional improvement, student learning, and SOTL type research.

Presentation Type: 50-Minute Concurrent

Individualized Learning in Large Lectures Courses: A Multi-tiered Approach to Recitation Design

Monica Togna - *Drexel University*

Students entering undergraduate science programs differ greatly in academic backgrounds. Using a multi-tiered approach to design Recitation assignments offers an opportunity to individualize student learning.

Abstract: Students entering undergraduate science programs differ greatly in academic backgrounds and learning styles. A course’s Recitation component can offer an opportunity to individualize student learning,

setting students up to succeed. Using a multi-tiered approach to design assignments can insure that students actively work through material via an appropriately customized path. Additionally, this tiered approach can foster the formation of student study groups. The format was piloted in BIO 126 Introductory Biology at Drexel University (n>400). Mean exam scores for the pilot years were compared to previous data. Increases in both mean and median exam scores resulted from the tiered approach.

Session Objectives: (1) Be provided with a course model which demonstrates a way of evening the playing field in large lecture introductory science courses, providing a truly individualized pathway for learning. (2) Be able to adapt this model to ensure that each student has a customized path to provide a means of succeeding at the university level despite vast differences in (high school) academic backgrounds and learning styles.

Presentation Type: Poster

Untethered Teaching: Using Your iPad to Present, Annotate, and Engage

Adeline Tolliver - *Southern Methodist University*

Want to move around the classroom, interact with students, and get them to interact with the content? Then this is the workshop for you!

Abstract: While the traditional sage-on-the-stage model of teaching is still very prevalent in higher education classrooms, active learning strategies have received a lot of attention. The active learning model changes the role of the teacher to being a guide-on-the-side, but with the traditional classroom podium set up it is hard for an instructor to move around and engage with the students. In this section, participants will learn how to use their iPads to present, annotate, and engage with students while moving around the classroom and being an active guide-on-the-side.

Session Objectives: (1) List benefits being detached from the podium. (2) Use their iPads to conduct more engaging presentations. (3) Apply the principles of active learning to engage with students.

Presentation Type: 50-Minute Concurrent

Appy Time

Ellen Turnell - *Lone Star College-North Harris*

So many apps to choose. Which ones work? Which ones are free? How can they be used inside and outside of the classroom?

Abstract: The presenter will demonstrate many apps that have been used successfully for face to face classes, as well as online classes. The attendees will be encouraged to download the apps and participate in their uses. Attendees will also be highly encourage to share what apps they have used.

Session Objectives: (1) Understand the potential that iPads offer in their daily practice in and out of the classroom. (2) Gain teaching skills in the use of tablets and new media to promote learning. (3) Explore new ways in which tablets and new media can help the learner to develop communication and self-expression.

Presentation Type: 50-Minute Concurrent

To Flip or Flop?

Ellen Turnell - *Lone Star College-North Harris*

This presentation will share how to develop a flipped classroom/lesson. The attendees will have the opportunity to brainstorm on how to incorporate the flipped style into their classes.



Abstract: This presentation has three main objectives: 1) Discuss the roadblocks of creating and maintaining a flipped classroom. The presentation is a discussion of the structure of a flipped course--Infancy to Implementation. The use of different technology (Tablets, PCs, Google Forms, Apps) to develop the course will be demonstrated. 2) Present data from three years of flipped courses ranging from Beginning Algebra to Pre-Calculus. The data compares the success rates of flipped versus traditional. 3) Have audience develop one flipped lesson.

Session Objectives: (1) Understand the development of a flipped classroom—from conception to implementation. (2) Learn about success rates of flipped model. (3) Develop one flipped lesson.

Presentation Type: 50-Minute Concurrent

Poverty and Racism (& other 'isms): Creating Institutional Environments in Which All Students Can Succeed

Cia Verschelden and Tina Bhargava - *University of Central Oklahoma and Kent State University*

Poverty and racism negatively affect students' mental bandwidth. We can create higher education environments that help students recover bandwidth and be academically successful.

Abstract: Poverty and racism (and sexism, ethnocentrism, nativism, heterosexism, etc.) make people sick, physically and mentally, and can limit their cognitive resources. Many students arrive at college with depleted mental bandwidth for learning, developing, and making choices that promote academic and personal success, due to the persistent stressors of economic insecurity and social-psychological underminers like micro-aggressions, identity threat, and even threats to physical safety. Institutional policies and practices that perpetuate racism and classism further exacerbate these issues of educational inequity. In this session, we will discuss ways to enhance higher education environments to improve student bandwidth and enhance academic success.

Session Objectives: (1) Describe and explain how poverty and racism (and sexism, ethnocentrism, nativism, heterosexism, etc.) can deplete the cognitive and attentional resources (mental bandwidth) of students. (2) Provide examples of “identity-threat” and “identity-safe” environments and how each affects student mental bandwidth and infringes on or supports student success. (3) Identify institutional strategies for creating higher education environments that increase equity and improve students' mental bandwidth so they can be successful.

Presentation Type: 50-Minute Concurrent

Zooming In – Zooming Out: Strategies to Help Students Understand Content Relevance

Jennifer Vokoun - *Walsh University*

This session provides an overview for teaching students the relevance of content through strategies designed to help them “zoom in” and “zoom out”.

Abstract: When students ask, “Why do I need to know this?” they are seeking to more clearly understand how the content being taught is relevant to their future. This presentation reflects on ways to examine content relevance as a method to improve student engagement and motivation. Participants will learn several strategies used to build student's understanding of content relevance in the classroom, including a formative assessment on “zooming in” and “zooming out”.

Session Objectives: (1) Explore the impact of understanding content relevance on student's motivation and engagement. (2) Learn strategies to teach students relevance of course content. (3) Gain insights on ways to “zoom in” and “zoom out” on your course content.

Presentation Type: 20-Minute Concurrent

Balancing Student and Instructional Support for Students with Learning Differences

Ruben Watson and Sarah Williams - *East Carolina University*

This presentation will describe College STAR, a multi-campus project through which participating universities collaborate to learn about creating welcoming environments for students with learning differences.

Abstract: College STAR is a multi-campus grant-funded initiative enabling participating universities to partner in the process of becoming more welcoming of students with learning differences. At the core of this work is an effort to infuse the principles of Universal Design for Learning throughout our campus environments. This presentation will include an overview of models used by participating campuses, professional development resources that can be accessed on the College STAR website, transition support resources that can be shared with students in K-12 settings, lessons learned thus far from our experiences, and opportunities to get connected to the College STAR network.

Session Objectives: (1) Receive access to and information about online professional development resources that have been created through the College STAR initiative and that are grounded in the principles of Universal Design for Learning. (2) Hear faculty and staff members in various disciplines describe how they infuse the principles of Universal Design for Learning into their respective courses and programs. (3) Explore opportunities for connecting with the College STAR initiative and possible partnership scenarios.

Presentation Type: 50-Minute Concurrent

Fostering Community Through Teaching and Learning Fellowships

Lenore Wright and Tiffani Riggers-Piehl - *Baylor University*

This presentation will highlight the role of faculty and graduate student fellowships in fostering commitments to teaching and learning and creating a community of teacher-scholars.

Abstract: Pedagogical development is the primary aim of teaching and learning centers (CTL). However, CTLs also play a critical role in fostering collaboration and community among faculty and graduate students. This presentation will describe twin faculty and graduate fellowship programs sponsored by Baylor University's Academy for Teaching and Learning (ATL): the Baylor Fellows and Graduate Fellows. Baylor Fellows and Graduate Fellows explore diverse teaching methods, share pedagogical expertise, experiment with technology-enhanced teaching, and research teaching and learning-related topics. One powerful outcome of the fellowship experience is a vibrant, interdisciplinary community of teacher-scholars who share a commitment to teaching and learning.

Session Objectives: (1) Articulate the value of interdisciplinary programs for developing academic community. (2) Identify best practices for developing community among faculty and graduate students. (3) Craft learning communities among faculty and graduate students at their own institutions.

Presentation Type: 50-Minute Concurrent

FormScanner: Open Source Solution for Grading Multiple Choice Exams

Chadwick Young and Kaisa Young - *Nicholls State University*

We demonstrate how to use FormScanner to analyze a set of student papers and share faculty experiences with this free software for grading exams.

Abstract: We present software for grading multiple choice exams. FormScanner is a new, open-source, and free OMR (optical mark recognition) software package that reads scanned images of a user-created form and produces a spreadsheet with each student's responses to the questions on the form. FormScanner allows the

instructor greater flexibility in grading and is much preferred over the “scantron” machines on campus. We show how to use FormScanner, analyze a set of student papers, and share faculty experiences with this software. More information about the process is at www.formscanner.org.

Session Objectives: (1) Understand FormScanner’s benefits including flexibility and no cost in grading multiple choice exams. (2) Learn how to adopt FormScanner for your course with minimal training. (3) Be able to locate information on FormScanner’s website to enable its use and share with others.

Presentation Type: Poster

Does the Classroom Matter?

Kaisa Young and Chadwick Young - *Nicholls State University*

We explore how the physical environment, traditional classroom versus large auditorium, affects learning, engagement, and student perceptions in courses that require peer interaction.

Abstract: We compare student learning and perception data from courses taught in a traditional classroom with individual movable desks to the same classes taught in a large auditorium. We find no clear trend between rooms in learning measures such as failure rates and average final grades. Trends in attendance and retention suggest the traditional classroom may provide more accountability and commitment to the course. A survey of our students indicated the classroom is the preferred environment for peer-to-peer interactions. We suggest that the weaker students’ engagement may be negatively impacted by the anonymous auditorium environment.

Session Objectives: (1) Recognize how teaching strategies are affected by classroom design. (2) Understand the role the classroom plays in student engagement and motivation. (3) Develop ways to maintain student interaction in traditional or auditorium environments.

Presentation Type: 20-Minute Concurrent

Rethinking Current Educational Trends: Balancing Faculty Expertise, Innovative Pedagogy, and Student Learning

Todd Zakrajsek - *University of North Carolina, Chapel Hill*

Abstract: Faculty are often encouraged to: “include more active learning and lecture less,” “stop encouraging passive learning,” and “create classes where introverts feel comfortable talking.” Much research, time, and monetary support has gone into moving teaching strategies in these directions over the past 25 years. But we should ask if we missed something important along the way. In this session we will consider that: some passive learning is good, lecturing can be helpful, and group work may actually be disadvantageous (at times) to introverts. This session examines the other side of current trends in higher education pedagogy and examines the pitfalls of dichotomous thinking.

Session Objectives: (1) Explain why dichotomous thinking jeopardizes student learning. (2) Describe when passive learning is beneficial to the learning process. (3) Defend at least one teaching strategy that is counterpoint to current educational trends.

Presentation Type: Plenary Presentation

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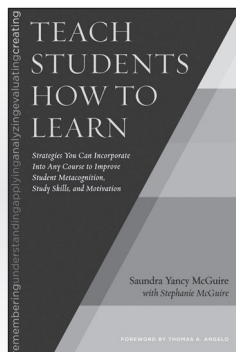
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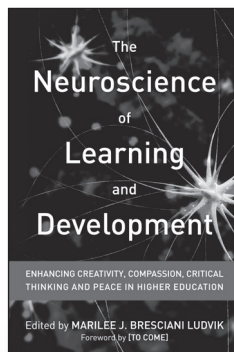
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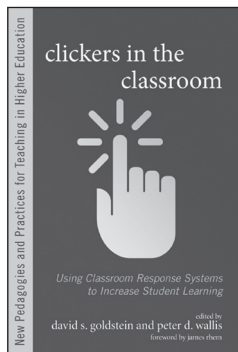
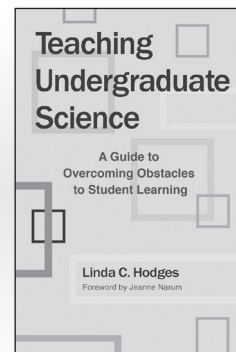
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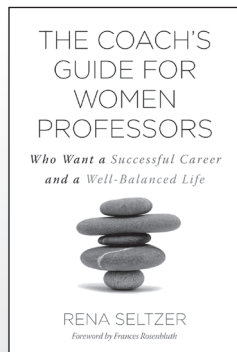
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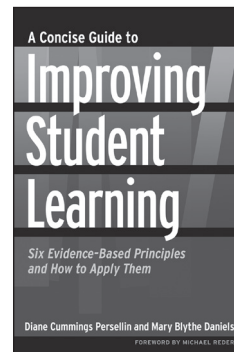
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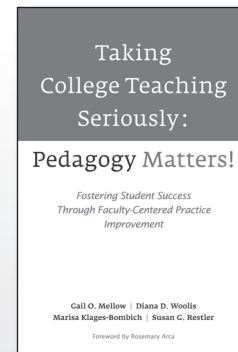
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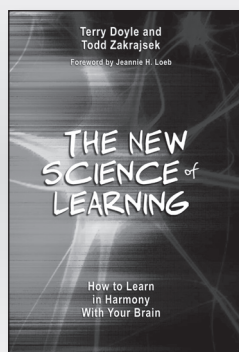
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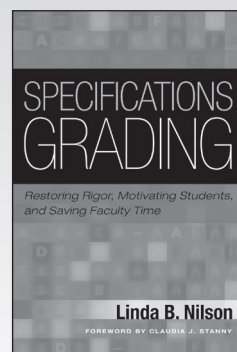
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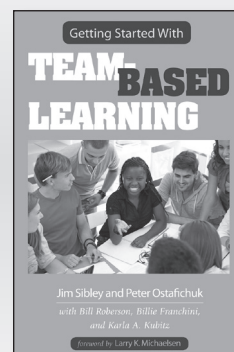
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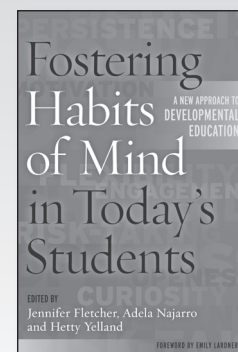
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