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2018 ISETL Conference – Presentation Abstracts*(listed in order of appearance)***Thursday, October 11, 2018**

7:00 a.m.

Registration Opens

8:00 – 9:00 a.m.

Breakfast

Courtyard West

9:00 – 10:00 a.m.

Keynote Address

Courtyard West

Krista Terry***Purposeful Pedagogy: Navigating Technology and Change in Higher Education***

The past decade has been marked by many changes in higher education – new methods, new approaches, and new models of instruction. With more predicted change on the horizon, how do we as faculty members, keep our ‘eye on the ball’ when it comes to facilitating student learning? How do we know when to embrace change, question change, or facilitate change? Which strategies do we adopt, and which do we question?

During this keynote address, past ISETL President Krista Terry will provide a retrospective look at how the higher education teaching and learning has changed during the past decade and will identify trends on the horizon that could potentially impact our practice as educators. Audience members will be engaged with discussing key foundational principles of pedagogy that can help us remain purposeful as we strive to facilitate active, engaged learning experiences for our students.

10:20 – 11:10 a.m.

Augustine

Building Community Using Experiential Education with Elementary Preservice Teachers in a Social Studies Methodology Course

Stephanie Speicher, Weber State University

Preservice teachers report feeling inadequately prepared to educate for social justice when entering the classroom. To combat the lack of preparation in this critical area, learning communities created with experiential methods may be the flexible pedagogical tool to increase the conceptualization of teaching for social justice. This presentation will review a qualitative case study which examined an experiential methodology that can prepare preservice elementary teachers to teach for social justice, particularly within an elementary social studies context.

Capistrano

What Do Students Learn in Courses That Utilize High Impact Practices?: Lessons Learned from Student Learning Outcomes

Lori Simons, Widener University
Charlotte Marshall, Widener University

Institutions of higher education (IHE) have incorporated high-impact practices (HIPs) in liberal arts curricula so that students can systematically analyze the conditions that lead to racial and economic disparities in the community. HIPs range from first-year seminars and service-learning to diversity learning and internships. This study compares student learning outcomes for 1,500 students enrolled in general education courses that utilize service-learning, diversity learning, and experiential learning as primary pedagogical methods. Strategies that contributed to problem-solving, cultural competence, social justice attitudes, leadership skills, and civic responsibility outcomes in undergraduates are discussed. This presentation will compare service-learning, diversity-learning and practicum/internship strategies. Then the assessment of student learning will be described and how data is used to make improvements in teaching will be explained. Student learning outcomes will be summarized. Key findings that highlight how specific teaching practices are associated with explicit student learning outcomes (i.e., cultural competence) will be discussed.

Colonade

Promoting Noncognitive Factors Across Higher Education with Arts-based Pedagogy

Jamie Hipp, Louisiana State University

At the conclusion of class, do you ask a comprehension question only to hear crickets? Do students struggle to stay engaged and motivated? Do you notice a lack of participation and collaboration? In this highly experiential interactive teaching session, participants will engage in a variety of research-based performing arts strategies to improve both cognitive factors (measured by tests) and noncognitive factors including engagement, motivation, communication, participation, collaboration, and empathy.

Ironstone

Developing Partnerships for Interdisciplinary Design-based Learning

J.J. Sylvia IV, Fitchburg State University

Leonora Shell, North Carolina Museum of Natural Sciences

DeAnna Beasley, University of Tennessee at Chattanooga

Clint Penick, Arizona State University, The Biomimicry Center

This session highlights projects that integrate design-based learning practices and emphasize different approaches to interdisciplinary institutional collaboration. These include an experimental design course taught across multiple departments, a communication course with critical making projects working with libraries, a grant-funded science/art partnership, and citizen science projects that featured collaboration between museum-based scientists and educators in order to involve students in authentic scientific research. Each cross-curricular partnership offered alternative perspectives to making observations, participating in scientific research, solving problems and designing solutions. These projects each offer a unique collaborative approach that offer potential templates for participants at their own institutions.

11:20 - 12:10 p.m.

Augustine

Self-Care at the University: Addressing it in the Faculty for the Good of Our Students

Allison Buskirk-Cohen, Delaware Valley University

Matthew Mutchler, Delaware Valley University

Have you noticed that faculty who were once highly-engaged at the institution now seem angry, isolated, and hypersensitive? Do you often feel a reduced sense of accomplishment or find yourself overwhelmed? Rather than viewing these characteristics as negative personality traits, we might consider them as symptoms of burnout or compassion fatigue. In this interactive session, participants will learn about these conditions and how to address them with appropriate self-care. Strategies for self-care will be modeled, with discussion focused on how nurturing our own well-being allows us to better tend to our students.

Capistrano

Designing and Developing CLEAR (Collaborative Learning in Engaging, Active, Relevant courses) Online Instruction

Krista Terry, Appalachian State

Amy Cheney, Appalachian State

Terry McClannon, Appalachian State

While models and methods for designing online courses are beginning to proliferate, many fall short of addressing the 'deep pedagogy' of engaging students in constructivist, collaborative and active learning. This session will focus on providing participants with strategies, methods and guidelines for designing online courses that engage students in collaborative and active learning strategies.

Colonade

The Effects of a Leadership Development Program for Community College Students: A Mixed-Methods Research Study

James Rubin, Paradise Valley Community College

Rowdy Duncan, Phoenix College

This presentation will highlight findings from a mixed-methods study that examined leadership skill development of students in multi-level leadership courses at a large (8000 students) community college. Students were given the Socially Responsible Leadership Scale as a pre- and post-test to measure their learning of an experiential course(s) based on the Social Change Model of Leadership (SCM). In addition, alumni of the leadership class(es) were interviewed to explore their leadership beliefs before and after their undergraduate career.

Ironstone

Learning to Adapt to The Needs of Returning Adult Students: Does Race Matter?

Antija Allen, Teachers College, Columbia University

This session will present unexpected findings of a research study which explored the teaching approaches that faculty on satellite campuses and community college campuses utilize when educating returning adult students. Attendees will have the opportunity to examine how race and upbringing can influence faculty's teaching approaches.

12:10 – 1:30 p.m.

Lunch on Your Own or with ISETL Friends

1:30 – 2:20 p.m.

Augustine

Affective Upending and Intellectual Growth in Constructivist Classrooms: Grappling with Uncertainty

Tisha Duncan, Meredith College
Mary Kay Delaney, Meredith College

Understanding knowledge as certain and fixed, many emerging adults expect learning in school to be structured toward "right answers," and are uncomfortable when we require more open-ended problem-solving. Yet work in the disciplines and professions requires understandings of knowledge as tentative and learning as partially uncertain. Uncertainty in coursework, i.e. taking on open-ended assignments, creates discomfort and anxiety for many students. It also can lead to deeper learning. Join us as we share examples of how we create uncertainty in our classrooms, our rationale, some lessons

learned in supporting students in disequilibrium in the learning process, and the benefits.

Capistrano

Using Travel Abroad to Infuse Multi-Sensory Immersion into a Static Curriculum

Emily McLaughlin, Indiana University-Purdue University Indianapolis

There are many subjects in higher education, such as history, which can be somewhat static in nature, leading to course delivery methods which utilize traditional lectures, customary memorization, and routine examinations. The unchanging quality of these subjects, however, offer an opportunity to evolve the pedagogy in these classes to include a forward-thinking format which allows a virtual learner to explore the subject matter via a study abroad experience. The purpose of this interactive presentation is to share ways in which an instructor can transition a course from a customary format to a travel abroad experience which can enrich cultural understanding, enhance knowledge and empathy, and assist faculty with broadening the depth of their academic program.

Colonade

What Do Students Learn in Courses That Utilize High Impact Practices?: Lessons Learned from Service Impacts on Student Learning

Lori Simons, Widener University

Charlotte Marshall, Widener University

Institutions of higher education (IHE) have incorporated high-impact practices (HIPs) in liberal arts curricula so that students can systematically analyze the conditions that lead to racial and economic disparities in the community (Kuh & O'Donnell, 2013; Quaye & Harper, 2007). HIPs range from first-year seminars and service-learning to diversity learning and internships (Kuh and O'Donnell, 2017). This study compares student learning outcomes for 1,500 students enrolled in general education courses that utilize service-learning, diversity learning, and experiential learning as primary pedagogical methods. Strategies that contributed to problem-solving, cultural competence, social justice attitudes, leadership skills, and civic responsibility outcomes in undergraduates are discussed. This presentation will describe HIPs as innovations in teaching and learning. It will then describe and explain assessment strategies, how assessment is continual, and how data is used to make improvements in teaching. Student learning outcomes derived from 1500 students over the past 15-years will be summarized. Key findings that highlight how specific teaching practices are associated with explicit student learning outcomes (i.e., cultural competence) will be discussed.

Ironstone

Meaning-making For Students: An Interactive Experience of Finding Belonging, Purpose, Storytelling, And Transcendence

Kathy Wu, Delaware Valley University

Allison Buskirk-Cohen, Delaware Valley University

In a performance-oriented society, students are primarily motivated by extrinsic rewards or punishments, such as high grades/salary, or failure/reduced access to consumer goods. They are detached from the process of enriching their worldviews and gaining meaningful skills. Additionally, students are facing extraordinary psychosocial stressors, ranging from financial hardships to mental health concerns. Thus, for many, the coursework is not about scholarship, but managing to-do-lists. This workshop poses an alternative to helping students achieve a harmonious sense of success and happiness. Finding life's deeper meaning will be demonstrated in a scavenger hunt for belonging, purpose, storytelling, and transcendence.

2:30 – 3:20 p.m.

Augustine

Effects of Peer Coaching on Student Learning Outcomes in Online Leadership Education

Mai Trinh, Arizona State University

Kathryn Noonan, Arizona State University

In this research, we examine the effects of peer coaching as a pedagogical technique on student learning outcomes in an online leadership development course at the undergraduate level. We found that peer coaching not only helped students learn from their peers' diverse experience and feel more connected in an online environment, but also made them understand and apply class concepts better and be more engaged in the class overall. Our results suggest that peer coaching is an effective, easy to implement, and personally engaging pedagogical practice that can be applied broadly in online education to enhance students' learning and connectedness.

Capistrano

Who Cares About an Assignment Once It's Graded? Everyone Will if It's a Renewable Assignment

Christie Burton, Clayton State University

Faculty spend considerable time developing assignments that they think will engage their students and assess their learning, but what happens to these assignments after they've been completed? Unfortunately, many a project or paper ends up in the trash can after students receive their grade. What if you could extend the life of those assignments beyond one student and one purpose? In this presentation you will discover how to convert assignments from ones that are , "good but disposable," to , "better and renewable," , increasing the value of those tried and true activities for current and future students.

Colonade

An Experiment Comparing the Effects of Passive vs Active Teaching Methodologies on Learner Outcomes

Brian Martinson, Tarleton State University

Considerable research has been published extolling the virtues of student engagement and its effect on learning. However, much of the research avoids discussing the direct connection between engagement and learning. This presentation attempts to explicate the , "black box," connecting engagement to learning by highlighting the results of an experiment comparing learning outcomes derived from two separate teaching methodologies. A traditional lecture approach was compared to an active learning method that engaged the students a la the flipped classroom approach. The results of the experiment will be discussed and additional research on the connection between engagement and learning will be reviewed.

Ironstone

Kill Your Darlings: An Academic Roundtable Presentation on The Futility of Assessing Process

Jessica McCall, Delaware Valley University

Matthew Mutchler, Delaware Valley University

Education is a process not a product and the idea that critical thinking can be measured in a standardized test is a logical fallacy developed in response to the devaluing of education as a capitalist driven product. Students graduate from high school disillusioned with learning, convinced it is a dull, basically useless affair, and educators consistently misinterpret acceptable reproduction of preexisting answers as self-generated learning. Students are assessed not on their imagination, curiosity, or ability and willingness to put themselves in dialogue with the world around them, but rather on their conformation to a structure invested in silencing the revolutionary thought it purports to value.

3:20 – 3:30 p.m.

Break

3:40 – 4:30 p.m.

Augustine

It's Not Free Food But... Converting Classes to Open Educational Resources

Antoinette Miller, Clayton State University

As textbook prices seem to go ever higher, students are often faced with the difficult choice of spending money on their textbooks or on other necessities. Faculty know the importance of access to course materials but are often left with few options. Fortunately, there are increasing numbers of open educational resources (OERs) available. In this presentation we'll share our reasons for converting our introductory psychology course to an OER, how we did it in multiple course formats, and the impacts both on our students and our own instruction. We'll also discuss ways to incorporate OERs into other disciplines.

Capistrano

Following the Footsteps of a College Department's Conversion from Textbooks to Open Educational Resources (OER)

Denise Cummings-Clay, Ph.D., Hostos Community College/City University of New York (CUNY)

As part of an Achieve the Dream grant-supported consortium, an Early Childhood Education program at an urban community college, located in the South Bronx, is converting to a completely OER-based program to ease the disadvantage caused by the cost of for-profit published content. This workshop will explore: 1. the process faculty used to develop OER for each course, including deciding whether to adopt, adapt, or create OER resources; 2. the essential relationship between library and teaching faculty; and, 3. The findings from the presenter's research study conducted comparing OER sections and textbook-reliant sections of the department's required foundations course. Attendees will be able to recognize the benefits of changing from college textbook usage to OER.

Colonade

An Interdisciplinary Workshop to Develop Reflective Critical Thinking with College Students

Natalie Michaels, Belmont University

Teaching content is not always easy, but how do you also teach students to take this information and synthesize strategies that enable them to make good sound decisions outside of the classroom? Teaching students to actively utilize higher-level critical thinking strategies for good decision-making can be very challenging. Yet, this learning is crucial for many occupations if individuals are to work safely in the field. In this presentation, you will learn how to develop a workshop, and create activities specific to your student population, not only to engage them, but to motivate them to think on a higher level.

Ironstone

A Mini-research Project: Creating Interest and Active Participation

Peggy Quesenberry, Virginia Tech
Doris Kincade, Virginia Tech

Introducing and maintaining undergraduate interest in a research project can be a challenge. The mini-research project was presented as an opportunity for students to learn about something in which they were personally interested. This group of juniors and seniors began with selecting topics, then learning about the IRB process, which really piqued their interest. Results of the projects were varied, some limited by the topic, others by the manner in which students administered surveys. Students prepared abstracts and poster presentations to share projects, overview of questions, and selected interesting or unexpected results.

4:40 – 5:30 p.m.

Augustine

Stepping Backward to Leap Forward: Creating A Scalable Course Design Institute for Busy Faculty Members

Diane D. Chapman, NC State University
Douglas L. James, UNC - Chapel Hill

Faculty are busy professionals with diverse and multidimensional roles. One especially challenging role can be that of course designer. Instructors are often hired for subject matter expertise but are seldom trained in course design. NC State University offered a Course Design Institute designed specifically for the needs of busy faculty members from 25 disciplines who sought to efficiently and effectively design or redesign a course. In this session, you will review the content and format of the Institute, then discuss how to customize this model for personal or institutional use.

Capistrano

Music Soothes the Savage Beast: Using Music to Reduce Test Anxiety in The Classroom

James McCaughern-Carucci, St. Johns River State College - St. Augustine

A number of studies indicate that testing anxiety negatively impacts student performance and may also lead to poor understanding of study material, poor study habits and attendance issues. Music therapy is one of many therapeutic modalities which demonstrates some efficacy in helping students manage test anxiety and improve academic performance. In this presentation you will learn how music can be incorporated into courses to reduce testing anxiety, promote relaxation, elevate mood and improve student performance.

Colonade

PowerPoint: If You're Not Facilitating Learning, What's the Point?

Janet Hilder, Virginia Tech

As with any other technology, the power of PowerPoint lies not in the fact that it is used but instead in how it is used. In this session, participants will consider from their own experience what makes slides, "good," in the classroom, and then see how those ideas

hold up against what we know about how humans learn. They will learn presentation design strategies honoring cognitive principles and will then identify slides designed in accordance with such strategies.

Ironstone

The Murder Mystery: Introducing Systems Theory Using A Group Activity

Andrew Herman, State University of NY at Geneseo

Systems are all around us and are relevant in many of our disciplines. Certainly, in the natural and social sciences systems play an integral role in how the world works. The goal of this session is to provide a way to introduce the key concepts of systems theory to students by having them experience a system at work by trying to solve a murder mystery. By reflecting on the experience of completing the activity, all the concepts of systems are readily exposed and, hopefully, better understood since they have been personally experienced.

5:30 p.m.

Dinner on Your Own or with ISETL Friends