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2018 ISETL Conference – Presentation Abstracts

(listed in order of appearance)

Friday, October 12, 2018

7:00 – 7:50 a.m.

Breakfast & Announcements

Courtyard West

8:00 – 8:50 a.m.

Augustine

Mentoring International Teaching Assistants into The Community of Practice of Content Area Instruction in Higher Education

Gwendolyn Williams, Auburn University
Rod Case, University of Nevada, Reno

This presentation will describe a qualitative research study that examined how international teaching assistants learned to teach in higher education and offer strategies for higher education professionals to mentor ITAs as they learn discipline specific teaching strategies.

Capistrano

Help! I'm Seeing More Adults with Disabilities in My Courses: How Can I Teach?

Patrick Leytham, Touro University Nevada
Shirley Dawson, Weber State University

The educational pendulum has swung towards the side where everyone is expected to attend college, including adults with disabilities. Disability Resource Centers determine what necessary accommodations must be provided but not direction on how to implement. This session will demonstrate several teaching strategies that can be implemented when an adult with a disability attends your course.

Colonade

Hybrid Simulation (virtual +high Fidelity): A Maternal Child Education Strategy

Sandra Goldsworthy, University of Calgary

Carla Ferreira, University of Calgary

Zahra Shajani, University of Calgary

Diana Snell, University of Calgary

Lack of experiential learning has implications for both nursing education and practice. Simulation offers nursing students a challenging yet safe environment to explore and meet the expectations of nursing as a practice discipline. The aim of this presentation will be to describe one part of a five-phased quasi-experimental study among nursing undergraduate students. Specifically, a hybrid approach (virtual + high fidelity simulation) to maternal child education will be highlighted. The research method and results will be presented along with lessons learned and practical tips for educators on designing a similar simulation using a hybrid approach.

Ironstone

Peer Observational Learning

Cate Loes, Belmont University

Lee Warren, Belmont University

This presentation considers the use of peer observational learning experiences to improve teaching and enhance student skill development. Bandura (1986) asserts that much of what is learned through direct experience can also be learned through observation, suggesting that observation is particularly valuable in contexts where the behavior to be learned is complex and sophisticated, and trial-and-error learning can be time-consuming and costly. We use the four sub-processes proposed in Social Cognitive Theory (Bandura, 2001) to construct meaningful observational experiences, including the observation of peers rather than the use of expert models. The study is based on three years of peer-observations and demonstrates increased learning due to the pedagogy of observation.

9:00 – 9:50 a.m.

Augustine

Improve Teaching Efficacy and Job Satisfaction Through Mindfulness

Christine Williams, West Chester University

Dara Dirhan, West Chester University

Teaching can be frustrating with challenging students, less than ideal classroom settings, faulty technology and so on. These issues can deteriorate one's joy of teaching or simply having a great day. By incorporating mindfulness techniques, the instructor can operate a more productive classroom and increase student engagement while also boosting one's satisfaction of teaching.

Capistrano

Critical Thinking, Active-learning Techniques in a Learner-Centered Environment

Barbara Limbach, Chadron State College

This presentation will demonstrate practical and creative teaching and learning techniques that may be utilized in a variety of disciplines. Participants will be actively engaged while learning a five-step pedagogical process to transition courses toward one that develops critical thinking skills in a learner-centered (student-engaged) environment and provides a means of measurement and analysis of student learning and performance to ensure quality courses and programs. Participants will develop instructional techniques to flourish in creating a critical thinking, active-learning, high-impact, learner-centered environment. Once accomplished at the course level, educators can continue to utilize the model as evidence of meeting accreditation standards.

Colonade

Communicating Ideas Visually

Jerry Schnepf, Bowling Green State University

Christian Rogers, IUPUI

If it's true that a picture is worth a thousand words, then why are we communicating mostly with text? The truth is that many ideas are more easily and more accurately communicated visually. Children seem to understand this. However, most adults are hesitant to draw, having been enculturated through years of an educational system

that devalues drawing in favor of writing. Fortunately, the drawing ability that has remained dormant for years can be revived easily with a few short practice exercises. In this presentation, participants will rediscover their ability to communicate visually by working through a set of sketching exercises. Through practice and evaluation, they will regain their confidence. Armed with this rediscovered skill, participants will feel confident to redesign presentation slides, class material, and meeting notes to more accurately and effectively communicate complex ideas.

Ironstone

Teaching Through Questioning

Steven Benko, Meredith College
Julie Schrock, Meredith College

Questioning as a pedagogical strategy facilitates students' exploring complex ideas, uncovering assumptions, analyzing concepts and distinguishing what is known and what is not (Paul & Elder, 2007). The use of questioning results in students being more active and engaged. In this session participants will view and analyze an example of teaching through Socratic questioning and practice this form of pedagogy. Participants will gain the knowledge and skills to use this form of questioning in their teaching.

9:50 – 10:10 a.m.

Break

10:10 – 11:00 p.m.

Augustine

Adding New Tools to Your Teaching Toolbox: Peer Coaching as a Collegial Professional Development Strategy Across Disciplines

Lisa Turissini, Marymount University

Faculty tend to teach in isolation without the time or comfort level to share successes and failures and develop new ways to reach the diverse learners in today's classrooms. So how would you feel about a support system where you can talk about teaching that invigorates your passion for the classroom? What about trying new strategies, engaging your students, and getting unbiased, formative feedback? In this presentation, we will examine a five-year peer coaching study, try out the most popular strategies faculty chose to add to their teaching toolbox and alleviate any fear of being observed.

Capistrano

Are My Students' Learning? Exploring Interactive Methods for Formative Assessments

Erica Moore, Lock Haven University

Have you been interested in exploring interactive formative assessment tools? This session will focus on identifying the guiding principles behind effective formative assessments and modifying the instructional design to embed options for measuring student learning. Participants will gain knowledge on select formative assessment practices that can transform how students view the learning process. These strategies can be differentiated to meet the diverse learning abilities of students in various disciplines. Participants will also have the opportunity to engage in several formative assessment strategies for an authentic classroom experience in order to generalize these concepts into other learning environments.

Colonade

From Signature Pedagogy to Research: Student Engagement Interventions in Three Disciplines

Cynthia Kiefer, Scottsdale Community College

Dori DiPietro, Mesa Community College

Cheryl Hebert, Estrella Mountain Community College

What do contemplative pedagogy, structured written reflection, and anonymous structured texting via a polling app have in common? They reflect student engagement pedagogy, are supported by an evidence-base in the literature and can inspire practical instructional methods. Also, your presenters for this session conducted research studies on these topics, courtesy of an institutional research fellowship this past year. In this session, the presenters will present their individual research studies while engaging participants in a unified, interactive session.

Ironstone

Serving Up Learning by Serving - How to Bring the Community into Your Classroom

Antoinette Miller, Clayton State University

Jill Lane, Clayton State University

You may have heard of service learning but may have thought it wasn't something that you could do with your course. In this session we'll frame the benefits and challenges of academic community engagement, share ways that we have brought it into a wide

variety of classes across our campus, and work with participants to brainstorm and develop project ideas for their own courses. Participants should come to this session prepared to brainstorm and develop a framework for implementing community engagement activities in their courses.

11:10 a.m. – 12:00 p.m.

Augustine

Mining for Gold: Brilliant Activities to Help Students Understand the Value of Diverse Perspectives and Teamwork

David Thomas, Arizona State University

Developing a repertoire of high impact experiential activities is like mining for gold. With effort, we hit , "pay dirt," - activities that consistently yield excellent student engagement and learning breakthroughs. On occasion, we'll find , "gold nuggets," that are destined to become centerpieces in our teaching repertoire. Join me as I share some of the , "gold nuggets," I have found over my 20 plus years of teaching undergraduate students. These particular nuggets are experiential activities that can be applied across disciplines to help students understand the value of diverse perspectives and teamwork. Bring your own gold nuggets, and let's share our riches.

Capistrano

Honing Our Culturally Responsive Teaching Skills

DeeDee Mower, Weber State University

Clay Rasmussen, Weber State University

Penée Stewart, Weber State University

There are countless ways teachers believe they are being culturally responsive in their teaching. Yet, studies reveal that many teachers inherently perpetuate practices which further suppress and work against culturally responsive practices. This presentation will define culturally responsive teaching, identify individual practices that perpetuate non-culturally responsiveness, and suggest ways to modify teaching to make it more culturally responsive.

Colonade

When a Diversity Case Study Morphs into a Topic for Classroom Debate: When Students Have Better Ideas!

Peggy Quesenberry, Virginia Tech

Doris Kincade, Virginia Tech

Roger Griffith, New River Community & Technical College

Diversity is a word used often throughout many courses and workshops to educate undergraduate students. Students also want to learn how to address diversity and related issues in the workplace not only after graduation, but during internships, and field studies. A class of mostly seniors, included a section on issues they might encounter. In the initial discussion, several questioned how, or if, they should address in any way, actions their employer might do that could be very controversial or perceived as such, by the intended target market, reader, viewer, or employee.

Ironstone

Bridging the Divide - Creating Social Justice Agency with Preservice Teachers

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 a flexible pedagogical tool to increase social justice agency with preservice teachers. Enhancing social justice agency among preservice teachers is central to creating classroom environments where students can pose critical questions about society and explore the , "ism's," that impact the lives of people around the world. This interactive workshop will guide educators through discussions and activities to increase social justice agency among preservice teachers.

12:00 –1:20 p.m.

ISETL Conference Luncheon
Courtyard West

1:30 – 2:20 p.m.

Augustine

One Possibility of Future Learning: Immersive and Digital Experiences

Shannon Cooper, Indiana University School of Medicine
Christian Rogers, IUPUI School of Engineering & Technology
Jerry Schnepf, Bowling Green State University
Corinne Renguette, IUPUI School of Engineering & Technology

We want our students to experience the world around them and learn from those experiences. We often call this experiential learning. To accomplish this, we will send students out into the wild without considering the best ways to support them. What if there was a way to better support them and bring the instructor along for the ride? This presentation will showcase an educational platform that is currently supporting students in an experiential learning environment and how this and other tools can be used to provide just-in-time teaching and reflection opportunities as students are in the field.

Capistrano

Assessing Faculty and Instructional Designer Collaboration to Meet 21st Century Learning Needs: A Shared Journey

Joachim Agamba, Idaho State University

This interactive session will consist of a shared journey of an instructional designer's collaboration with faculty in a department that needed to reevaluate course and program needs, become learner-centered in course design and delivery and meet accreditation requirements for program expansion to another physical site. Guided by relevant literature and data from research on faculty perceptions of learner-centered practices on instructional alignment, the discussion will rely on proven pedagogical frameworks such as effective course design strategies, instructional alignment, learning theory, critical pedagogy and relationship building to assist faculty reassess their general practice from the lens of instructional design.

Colonade

Inquiry-based Instruction in The Classroom: An Introduction to The Pogil Pedagogy Method

Adity Mutsuddi, University of Cincinnati Blue Ash

Melinda Greer, University of Cincinnati Blue Ash

POGIL (Process Oriented Guided Inquiry Learning) activities engage students in inquiry-based instruction of the course topics. Students work together in groups on instructor designed guided sets of questions while the instructor acts as a facilitator. In this teaching presentation, you will learn about the theory behind the POGIL pedagogy method, participate in a POGIL classroom activity and reflect on the topics where the POGIL method may be beneficial for the classes that you teach.

Ironstone

The Skit Designer - The Missing Role in The Team-based Learning Puzzle

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

A Team-Based Learning (TBL) strategy, used at an urban college located in the South Bronx, will be imparted. Couched in TBL, the presentation will focus on the Skit Designer's function on a team as a tool when differentiating instruction. Attention will be given to TBL's role across disciplines and how TBL serves as an active and engaging teaching and learning strategy. This workshop is based on an observational type of study in which inferences are made regarding student engagement, cooperation among students on teams, presentation skills development, and identification of salient academic content in a classroom context. Attendees will be able to discuss the value of TBL, identify the purpose and significance of the Skit Designer in TBL, and gain experience in the role to develop competency.

2:30 – 3:20 p.m.

Augustine

Critical Thinking in Crisis (again.... still)!

Christine Remley, Lock Haven University

We have been discussing the lack of student critical thinking for decades and yet the problem appears to be getting worse. This session will explore some of the reasons for this problem. We will discuss the characteristics of the 18-22 year old college students, including not only cognitive implications but also the social and interpersonal skills that may hinder their ability to move past the 'obvious'. Participants will leave with some ideas and strategies to implement into their curriculum to help boost deep thinking and improve student learning.

Capistrano

Benefits and Challenges of Online Learning - Perspectives from Personal Teaching Experiences

Yan Huang, Weber State University

During this interactive teaching presentation, participants will be able to gain an understanding of the benefits and challenges of online teaching and learning; share and discuss best practices and strategies to overcome the challenges; and also consider how to create or adapt best practices into participant's own curriculum of online education to improve students' learning experiences.

Colonade

Get Involved in ISETL!

Julie Schrock, ISETL President
Christine Remley, ISETL Conference Chair

Learn what it takes to review proposals, serve in leadership, and find out what goes on behind the scenes when putting a conference together.

Ironstone

What Should Be Faculty's Role in Student Retention? A Roundtable Discussion on Student Retention

Melina Alexander, Weber State University
Shirley Dawson, Weber State University
RC Callahan, Weber State University

Student retention at the university level is a topic of concern across academia. Retention is a specifically named priority at many institutes of higher education, and programs to decrease or halt attrition are on the rise. Retention efforts usually focus on student factors or institutional attributes. In addressing areas of weakness institution of higher education are often quick to establish university wide programs and policies, leaving faculty unsure of their role in the retention process.

3:30 – 4:00 p.m.

Poster Session and Light Refreshments

Abbey Room

Supporting Teachers of Color: Bridging Literacy Experiences into Classroom Practices

Yun-Ting Hung, Metropolitan State University

Teacher educators who teach literacy and/or reading method course often provide the opportunities for teacher candidates to not only examine research and theory in the field of literacy instruction, but also emphasize the issues related to diversity in culture, language, race and class. Allen & Hermann-Wilmarth (2010) encourage teacher educators increase teacher candidates' understanding of student's cultural and linguistic differences by better understanding their own literacy experiences and language histories. By using culturally responsive framework, the presenter will provide the opportunity for the audience to reflect on their own literacy experiences and language usage, moreover, to work toward creating a culturally responsive learning environment. This interactive roundtable session welcomes discussion from faculty across disciplines. Handouts and additional resources will be provided.

Teaching Techniques and Other Antecedents of Student Learning - Exploring the Practical Application of SoTL

Robert Webster, Ouachita Baptist University
Bonnie Daniel, The University of Tennessee at Martin
Kevin Hammond, The University of Tennessee at Martin
Rachna Tewari, The University of Tennessee at Martin
Melanie Bruce, The University of Tennessee at Martin
Barbara Darroch, The University of Tennessee at Martin

Classroom teaching methods are among the factors that impact learning, however we need more information to better understand the process. Through a SoTL project, the authors provide survey questions and validated scales that define five dimensions of classroom teaching as well as other factors that may impact academic performance of our graduates and future career success with their employers.

Problem Solving Through Scaffolding the Mind and Mapping an Innovative Lesson Plan

Ashira Singh, Varsity College

As lecturer's we face many challenges in the classroom. In this abstract we will explore some of those challenges as well as problem solving mechanisms to overcome these challenges. The first challenge is effectively overcoming self-directed learning. Many lecturer's find the implementation quite challenging, especially dealing with a weaker demographic student for

instance the higher certificate. Our second challenge in the classroom is effectively focusing the student to engage with the material. The last challenge is, using activities and technology in the classroom. A mind map and planning a lecture around the scaffolded mind map, allows the lecturer to deal with these above challenges effectively

Lab Portfolios: Do They Improve Academic Success for Introductory Biology Labs?

Callie Price, Tarleton State University

Effects of using lab portfolios as a teaching and learning tool within introductory biology courses. Quantitative data indicating significant difference across semesters that either did or did not implement a lab portfolio. Additional examples of the student portfolios' will also be shared.

Frequent Testing Method as An Alternative to Enhance Learning in Higher Education

Lesley Leach, Tarleton State University

Thomas Faulkenberry, Tarleton State University

Subi Gandhi, Tarleton State University

There are many suggestions of the benefits of frequent testing methods impacting long-term retention among college students. This phenomenon of , "testing effect," works well on summative assessments as students get more study opportunities with spaced out study periods, allowing more attempts of information retrieval. Previous studies on the , "testing effect," have mostly been conducted in the areas of Psychology, Medicine, Dentistry, or Nursing focusing on the concept of cognitive psychology, but has not been explored in the field of Public Health, and there are fewer experimental studies conducted to understand this effect among undergraduate public health students.

Incorporating Diversity and Inclusion into Stem Courses - Can It Be as Easy as Pi?

Bradford Mallory, University of Cincinnati Blue Ash College

Natalia Darling, University of Cincinnati Blue Ash College

Ashley Contreras, University of Cincinnati Blue Ash College

Educators incorporate sound pedagogical techniques to enable critical thinking in their content area. STEM instructors have a heavy load of required content and may have little room to include anything else. But if you ever heard students say , "I am not good in math," or "Why does this matter?," then incorporating culturally relevant pedagogy helps address motivation as well as equity and inclusion. In this poster presentation, you will learn how to incorporate the narratives of diverse individuals who contributed to content being taught in math and science courses and enable students to see themselves represented in STEM courses.

The Digital Reboot: How Can We Help Teachers Learn to Differentiate for Their Students Using Technology?

Shawn Robertson, St. Joseph's College

Preservice teachers and current practitioners must learn how to think with digital differentiation in mind. This is important so that all students are serviced appropriately. In our current technologically advanced climate it's important to help teachers develop the mindset and skills to create authentic student-centered learning opportunities that are outcome based. This this is a central component to teachers developing their craft in ways that more fully support all students' development and learning needs and wants. This session will digitally present exemplars of graduate students' digital differentiation projects. Participants will be given a summary of the process used to create the projects and an opportunity for question and answer.

4:00 p.m.

Dinner on Your Own or with ISETL Friends