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The Forty-Seventh Annual Conference of the International Society for Exploring Teaching and Learning

Orlando, FL
October 12-14, 2017

Proceedings

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The Mission of ISETL is to provide opportunities to share evidence-based instructional practices and research related to teaching and learning in higher education in a collegial, interactive environment that leads to positive changes in teaching practice.

Our Purpose

The purposes of the International Society for Exploring Teaching and Learning are to encourage the study of instruction and principles of learning in order to implement practical, effective methods of teaching and learning; promote the application, development, and evaluation of such methods; and foster the scholarship of teaching and learning among practicing post-secondary educators. Society members are drawn from the arts, humanities, social sciences, natural sciences, engineering, nursing, business, education, and other disciplines and share a commitment to improving the quality of their teaching and the quality of their students' learning.

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What Does Pedagogical Change Look Like?
A Roundtable Discussion of The Process of Transformation

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Abstract
Beliefs are notoriously resistant to change; teacher beliefs are no exception. Yet, once an educator has embraced a new belief or approach, what does the process of transformation look like? Lang's (2016) small changes series for The Chronicle of Higher Education has been widely shared, but what happens when a wholesale conversion is deemed necessary? Drawing first from examples from critical pedagogy and social justice in language education, the discussion in this session will then expand to all disciplines to explore participants understanding of their own growth as educators, through examples of concrete changes they have made to their practice.

Proposal Objectives
Attendees will
1. reflect on their own personal processes of implementing pedagogical changes;
2. learn through stories of changes others have made;
3. justify their views on whether small changes are sufficient in making pedagogical modifications; and
4. plan one area of change for a future course.

Audience
All faculty members.

Activities
As attendees enter the room, they will be encouraged to add ideas to large sticky notes along one side of the room that answer the question, What does teacher change look like? Each person will receive a handout with reflection questions at the top, to be considered at the start of the session. The roundtable discussion will begin with conversation in small groups, where attendees will first introduce themselves and share one change that they have made to their pedagogical strategies (for example, service-learning, flipping the classroom, etc.). The presenter will then share the focus and goals of the session and briefly outline calls for social justice and inclusive pedagogy in language education, including changes made and related challenges in the presenter's own practice. The presenter will open the floor for participants to discuss the process of pedagogical transformation in and across all disciplines. The session will end with participants noting on the handout one idea for a future change they would like to make in their practice, following the SMART (specific, measurable, achievable, relevant, and time-oriented) characteristics.

Description

Beliefs are notoriously resistant to change, and teacher beliefs are no exception (e.g., Arnett & Turnbull, 2007; Pajares, 1992); the apprenticeship of observation, described over forty years ago by Lortie (1975), combined with other factors, results in closely-held perceptions of the ways in which learning works and how teachers can be most effective. Yet, once an educator has embraced a new belief or approach, what does the process of transformation look like? How can change best be undertaken? Lang's (2016) small changes series for The Chronicle of Higher Education has been widely shared, but what happens when a wholesale conversion is deemed necessary? Drawing first from examples from critical pedagogy and social justice in second language education (e.g., Glynn, Wesely, & Wassell, 2014; Johnson, 2015; Kubota & Lin, 2009), the discussion in this session will then expand to all disciplines to explore participants understanding of their own growth as educators, through examples of concrete changes they have made to their practice and subsequent effects on learning.

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Increasing Student Engagement Through Questions, Reading, Collaboration, And Response

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Abstract
This interactive practice session will share, model, and discuss various teaching strategies that can be used in day-to-day classroom teaching to increase student engagement. The presentation will emphasize the need for framing lectures with study questions and using higher-end questions in discussions and/or student assessments. Since reading is critical to student success, the session will outline a strategy to train students to actively read and engage with their text. The presentation will also highlight ways to utilize collaborative learning techniques. Finally, to keep students engaged during lectures and discussions, several participative response techniques will be demonstrated.

Proposal Objectives
Upon completion, participants will be able to:

1. Utilize study questions to frame lectures and guide student learning
2. Recognize the importance of higher-end questioning in discussions and/or student assessments
3. Implement a strategy for teaching students to actively read and engage with the text
4. Use several simple and replicable cooperative learning techniques in the classroom
5. Increase student participation through various participative response techniques

Audience
Faculty across disciplines who teach face-to-face would most benefit.

Activities
This interactive practice session will share, model, and discuss various teaching strategies that can lead to increased student engagement. These strategies can be used in day-to-day classroom teaching.

1. The presentation will provide a background to study questions and emphasize the need for higher-end questions in discussions and student assessments. A sample question will be provided and demonstrated.
2. Since reading is critical to student success, the practice session will outline and model a strategy for teachers to train students to actively read and engage with the text.
3. The session will exhibit several cooperative learning techniques. Attendees will participate in a think-pair-share, a laptop sharing strategy, and an interactive discussion.
4. In an effort to increase student engagement through participative response, several simple and replicable techniques will be demonstrated and practiced by attendees.

Description

Student engagement focuses the liability of learning on the learners (Bonwell & Eison, 1991). When done well, students become an important part of a given class and remain engaged throughout the session. The outcomes are higher student satisfaction, understanding, and achievement (McKeachie & Svinicki, 2006). Studies support student engagement, or active learning, as an effective method of instruction (Armstrong, 1983, 2012; McKinney, 2010).

Questions are important to student engagement (McKeachie & Svinicki, 2006). These include both study questions and test questions. Study questions are key, topical questions, tied to learning objectives. They help guide the class and the teaching-learning process. Having one or two study questions will help capture the students interest and keep it throughout the class. Especially valuable are higher-end study questions (Andre, 1987) at the beginning of a class (Wilhite, 1983).

Study methods and learning are impacted by the type of questions teachers use when lecturing or testing. Thus, it is important for teachers to realize the impact that their discussion questions or test questions have on how students prepare for class. Following Bloom's Taxonomy (1956), higher-end questions cause students to dig deeper into a topic. If a teacher's questions are merely factual, students will memorize facts; but if they are higher-end, students will search for a deeper understanding of the subject area.

Educators have long realized the importance of reading the texts. It is not simply because the instructors lack the time in class to go into rich details, but rather because research has consistently shown that students retain more from reading than listening (Hartman, 1961). Students who come to class prepared with the readings done are likely to succeed in the course, pay attention in the class, and contribute to the teaching-learning process (Andre, 1987). Unfortunately, too often students skim the text and fail to actually interact with it. As a result, students struggle with comprehension or even basic recollection. A better method is to invest a little bit of time into teaching students to actively read or engage with the text (McKeachie et al. 1985; Weinstein & Mayer, 1986). If teachers agree that reading the course material is vital to their class, then they may wish to give the students some guidance into how they should actually do it.

Students who are actively interacting with the class are also engaged and paying attention (Mazur, 1997; McKeachie, et al. 1985; McKinney, 2010). There are a number of quick and easy ways to engage students with cooperative learning techniques and discussion, including a unique shared laptop strategy, think-pair-share, increased wait time, and audience response (Armstrong, 2012; Kozma, 1994; Weinstein & Mayer, 1986).

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Social Justice In The Classroom: One Step At A Time

Allison Buskirk-Cohen
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Abstract
Social justice has experienced a resurgence of popularity, but do we understand how to incorporate social justice activities in the classroom in meaningful ways? This interactive teaching session will include three learner-centered activities: sharing names, anti-bias framing, and a values auction. Resources for additional activities will be distributed so that novice and experienced individuals will learn from this session. Together, we will share experiences and strategies to use when encountering resistance so that we are better prepared to facilitate social justice on our own campuses!

Proposal Objectives
During this presentation, participants will:
1. Complete three learner-centered social justice activities that include reflecting on names, confronting bias, and understanding values;
2. Share experiences and strategies to use when encountering resistance; and
3. Discuss intentional sequencing, design, and facilitation of social justice activities.

Audience
This interactive teaching session is intended for individuals wanted to incorporate social justice activities in the classroom. Novice and experiences instructors/staff are welcome!

Activities
The presenters will
1. Facilitate three specific social justice activities;
   reflecting on the (implicit and explicit) meaning of names, confronting bias through the FRAME activity, and engaging in an ethics auction
2. Distribute resources for participants; and
3. Engage participants in a critical discussion and determination of next steps.

Description
The concept of social justice is hardly new, yet it is experiencing a resurgence of interest. It involves concepts of human dignity and equality with an understanding of societal institutions and systems (Zajda, Majhanovich, & Rust, 2006). In 2009, Boyles, Carusi and Attick noted, term social justice seems to be in the ears and on the lips of many educators these days (Ayers et al., p. 30). Almost 10 years later, the term remains popular, but do educators understand how to incorporate social justice activities in the classroom in meaningful ways?

To reach social justice goals, participatory pedagogies replace traditional lecture methods to stimulate necessary active involvement in the learning process (Adams & Bell, 2016). Classroom practices must be shaped around the lives of students, the classroom context, the educational goals, and the institution to create true social justice learning experiences (Breunig, 2011; 2016). While cultural competency initiatives focus on developing the skills needed to understand, work with, and serve culturally diverse students, social justice competencies include the intersectionality of socioeconomic class, sexual orientation, gender identity, ability, religion, and national origin, etc. (Breunig, 2016).

Years ago, John Dewey advocated that schools needed to emphasize the need for democratic citizens to understand and consider the welfare of society as a whole (Kenny & Gallagher, 2002, p.18). The ultimate goal of this workshop is to take one step closer to Dewey's vision. This workshop will utilize collaboration and active learning as participants engage in several social justice activities for group use. Activities will include reflecting on names, confronting bias, and understanding values. Discussion will focus on intentional sequencing, design, and facilitation of activities to encourage deep reflection.

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Equipping Students For Success: Pre-writing Strategies For Content Area Writing

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Abstract
Many post-secondary courses require students to write various types of papers. However, instructors often fail to realize that writing is an interactive process, which provides them with a valuable resource in the classroom: the students! Likewise, writing assignments can be overwhelming to the students. This session will allow participants to actively learn at least six different pre-writing exercises to help them utilize students' prior knowledge and teach how to alleviate anxiety to facilitate writing almost any genre.

Proposal Objectives
During this session, participants will:
1. briefly learn about the writing process and its interactive nature
2. discuss how pre-writing will alleviate writing anxiety
3. discover ways to implement pre-writing exercises, regardless of writing type

Audience
This session will benefit any instructor who requires (or is required to require) writing as part of their curriculum.

Activities
This presentation will include the following activities:
1. brief description of the writing process
2. brief discussion of writing anxiety and how pre-writing activities can help
3. active participation in a minimum of six different types of pre-writing exercises

Description
Writing, regardless where it is found in today's post-secondary curriculum, has become more interactive in nature; pre-writing activities can play an important role in this shift. To help facilitate this change, educators can benefit from viewing writing as a process, and - furthermore - writing as an activity that deserves explicit attention in the curriculum and daily lesson planning. Similarly, students need to be shown how to take the time to determine who their audience is, while considering the audience's traits, and expectations (Holmes, 2003). Further, students need to form and organize their ideas in a writing project. Often, they simply aim for the final product, thinking that one draft is enough. This begins a vicious cycle, as pointed out by Barnett (1989) when she stated, students submit frankly unpolished papers which teachers treat as final products, encouraging them to offer similar work the next time (p. 32). With the help of pre-writing activities, writers are given the guidance needed to produce a

more successful piece of work, by allowing them to examine possible interpretations of the writing prompt, or review vocabulary necessary to complete the assignment successfully (Byrd, 2011). Pre-writing activities allow students to activate existing schemata or create new ones for vocabulary, syntax and cultural content for the writing task (Abrams & Byrd, 2016; Neumann, & McDonough, 2015; Kroll, 1990).

Pre-writing tasks allow students to participate in the real-world task of the writing process wherein writers rely on themselves and others to generate and refine ideas. Eccentric, 20th century British poet, Dame Edith Sitwell, would lie in an open coffin before beginning to write (Ackermann, 1989). The French journalist and writer, Balzac, drank more than fifty cups of coffee each day to help the ideas to begin to flow. Although we cannot reasonably ask students to do such extreme activities as a pre-cursor to their writing, we can emphasize in our classes that pre-writing is part of professional writer's creative processes. By demonstrating that those who earn their living as writers make pre-writing activities a regular and important part of the composing process, we can help our students realize that they, as developing writers, need to participate in such endeavors to help them to grow in this vital area.

Cooperative activities like pre-writing can also promote higher-level thinking skills (Abrams & Byrd, 2016). Students must analyze and decide which ideas to incorporate or leave out of their initial drafts. As educators, we are able to observe the thinking processes of our students as they discuss and determine which structures, ideas, and concepts should be included in their writing (Byrd, 2011). This metacognitive analysis can help us shape the design and content of future writing assignments and guide how we present lesson, particularly those related to writing.

Unfortunately, many post-secondary instructors, who have writing components in their courses, are at a loss as to where to begin such activities (Totten, 2005; Whitney, et al, 2008). This presentation will demonstrate ideas on how to design and carry out a pre-writing tasks and demonstrates several methods that can fit writing tasks from basic to advanced situations. These methods can be used at all levels of post-secondary writing development and content, to help students gain vital editing skills that not only will improve a student's paper, but in time also increase their own confidence in writing, improve the content and conventions of their written work, and enhance their thinking skills (Whitney, et al, 2008).

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Active Learning Classroom Design: Strategies and Practices for Efficient Resource Use

Paul Cesarini
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Abstract
Design and implementation of modern classroom spaces does not occur in a vacuum. Careful, deliberate planning takes place, relying on input from multiple constituencies, to balance programmatic needs with institutional realities. This roundtable discussion will explore the processes and considerations that go into the design process, including not just actual classroom spaces but situational constraints, technology needs, furniture and color choices, transitional spaces, as well as sound, lighting, and additional factors.

Proposal
Efforts to move beyond the typical "teacher-centered classroom" have taken great strides in the past 10-15 years. Institutions such as McGill and their Student-Centered Active Learning Environment with Upside-down Pedagogy (SCALE-UP) have pioneered how we as faculty and faculty administrators think about teaching & learning. Meanwhile, Brown, Finklestein, and others have promoted similar initiatives such as the Flexible Learning Environments eXchange (or "FLEXspace") and the Learning Space Rating System, while Folkins and Frieberg stress their University Classroom Design Principles to Facilitate Learning. Certainly, there are commonalities among each of these efforts, and some maybe more or less applicable than others depending on the specific classroom(s) being developed. This roundtable discussion focuses on the challenges and rewards of designing and implementing new or modeled active learning classroom spaces, either discipline-specific or general purpose, to better facilitate student engagement.

Objectives
Session objectives include the following:

1. Explore through open discussion issues and considerations associated with the design and implementation of active learning classroom spaces
2. Explore through open discussion issues and considerations associated with the design and implementation of transitional learning spaces
3. Draw conclusions regarding situational constraints associated with existing facilities or environments
4. Leave the session with ideas for proposing or developing active learning classroom spaces or transitional learning spaces

Audience
The intended audience for this roundtable discussion would be faculty or faculty administrators who plan on eventually designing and developing new classroom spaces or remodeling /

rethinking existing classroom spaces.

Activities

The presenter will:
Offer a brief introduction
Provide a brief overview on examples and best practices for active learning classroom design
Provide an open forum for attendees to discuss their own questions and concerns regarding active learning classroom design
Summarize key points for further discussion / consideration

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Breaking Down Isolation: Using Group Doctoral Advising Sessions To Promote Engagement, Support, And Efficiency with Doctoral Students

Diane Chapman
NC State University

Abstract
Doctoral students often report feelings of isolation when working on dissertations. This is usually after their completing coursework, so contact with others drastically decreases. At this point student's sole connection to their institutions might be through their academic advisor or dissertation chair. This is complicated for institutions compensating for reduced funding by increasing the number of students served. This presentation describes an approach to group advising to decrease student isolation, increase student productivity and decrease the burden on individual faculty members. The presentation will describe the structure, process, and reveal the benefits from both the faculty and student perspectives.

Proposal Objectives
During this presentation, participants will:
1. Reflect upon the needs of doctoral students and faculty in the realm of doctoral advising,
2. Learn about one way to structure group advising sessions, and
3. Hear about outcomes of group advising from both the faculty and student perspectives.

Audience
This presentation will be beneficial for faculty who supervise master's or doctoral students and are looking for better ways to manage those relationships.

Activities
This presentation will include the following activities:
1. Self-reflection of the needs of faculty and students in the realm of advising
2. Discuss the strategies and processes available through group advising that benefit faculty and enhance the student experience
3. Engage is building your own group advising process

Description
Social isolation is a phenomenon with physical, mental and emotional consequences. Since the 1980s, the percentage of American adults who say they're lonely has doubled from 20 percent to 40 percent (Khullar, 2016). Khullar further describes Individuals with less social connection as having disrupted sleep patterns, altered immune systems, more inflammation, higher levels of stress hormones, and poorer cognitive development.
The research shows that many doctoral students experience feelings of isolation when working on their dissertations. While some of this comes from the completion of classwork, some isolation also comes because of the culture of completing one's doctorate i.e., I am supposed to

feel this way. It seems that doctoral students in particular feel that the journey to academia is fraught with barriers and hurdles (Ali & Kohun, 2007). The isolation doctoral students experience can be physically and emotionally detrimental to learning and result in poorer student outcomes such as the students failing to complete one's program, taking longer to program completion, and lower quality output.

To complicate matters, many advisors are taking on greater advising loads. These increased loads are largely a side effect of the need to compensate for dwindling funding. As a result, higher education institutions increase revenue by taking on more students while keeping faculty costs relatively stable. This means larger class sizes and greater advising loads.

One way of accommodating a large advising load is by implementing group advising sessions. Group advising brings two or more students together for regular advising sessions. This session will explore the structuring of group advising including potential structures, processes, and will look at how to enhance these sessions with technology. In addition, session participants will learn about student and faculty outcomes and will take part in structuring their own group advising plans for action.

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Use Of Team-based Learning In Interdisciplinary Graduate Health Sciences Education

Will Conrad
Gannon University

Abstract
The demands on students to learn at the undergraduate and graduate levels are formidable. For graduate students pursuing health science degrees, having command of the subject matter is crucial. There can be career-altering consequences when students fail a graduate course in applied anatomy. Even for those who pass the course, if the learning experience is too difficult, future life-long learning of the subject matter might suffer. There is an ethical imperative for instructors of applied anatomy to utilize instructional interventions that help more students succeed and leave the course feeling more self-efficacious about their continued study of anatomy. This presentation will present an investigation that utilized a specific form of Team-Based Learning (TBL) with physical and occupational therapy students enrolled in a graduate level applied Anatomy course. Application of team-based learning resulted in an overall increase in examination performance as well as an increase in performance for the lowest performing quartile (vs. historical cohort). The team-based learning intervention also served as a positive inter-professional learning experience.

Proposal Objectives
During this presentation, the participants will:

1. Engage in self-reflection surrounding the effectiveness of their own chosen teaching methods for all students in their class (high and low performers).
2. Learn about the theoretical and conceptual framework for Team-Based Learning and the potential justifications for including it in their course(s).
3. Discover what the research has found surrounding the use of Team-Based learning within health sciences education

Audience
This academic research presentation is intended for faculty as well as a more general ISETL audience. While the research done by the presenter was within the health sciences, a structured team-based learning approach could be used by any teacher as a way of improving student engagement, interdisciplinary collaboration and exam performance.

Activities
Time will be spent in the beginning of the presentation in reflection of teaching methods utilized by session attendees. During the session attendees will be cued to think about how concepts presented may be utilized in their own teaching. Last, ideas will be shared on how the team-based learning framework presented may be applied to and benefit the attendees in their varied specific teaching environments.

Presentation Summary/Description

Learning applied anatomy, especially at the graduate level, is a formidable challenge for most students. This is particularly true for physical and occupational therapy students since much of what they learn during the scope and sequence of their degree as a whole is based on premises they first mastered in their anatomy course. Research literature in this field has examples of teachers trying to improve anatomy instruction via the use of prosections, computer/visual models and plastinated specimens (Gabard, Lowe & Chang, 2012). A central assumption of the research is that while these techniques likely have merit, they remain a bolt-augmentation to otherwise passive forms of learning. Specifically, the dominant instructional tactic in many, if not most, anatomy courses remains the lecture, maybe the most extreme form of passive learning (Haidet, Kubitz & McCormack, 2014).

In 2014, proceedings form the National Academy of Sciences featured a meta-analytic study of two hundred twenty-five undergraduate, science, technology, engineering and mathematics empirical articles where active versus passive learning comparisons were part of the study for which effect sizes could be calculated. What they found was that students in traditional lecturing sections were 1.5 times more likely to fail than students in classes with active learning (Freeman, et. al., 2014). This result held across STEM disciplines and across class sizes.
The primary goal of this study was to test directly the active versus passive learning assumption graduate students in professional studies face, with team-based learning as the central tactic of my active approach. The team-based learning model developed by Michaelsen et. al. (2004) was specifically used as it, and variations of it, have been previously cited in the literature. A secondary goal of this study was to test the impact team-based learning would have within the realm of interdisciplinary education. Dependent variables (including the instruments used to measure them) and Independent variables are listed below:

Dependent Variable(s): Academic performance, student satisfaction, accountability, teaching preference and student attitudes towards interprofessional learning. Dependent variables will be measured by The Team based learning student assessment instrument (TBL-SAI), the Readiness for Interprofessional Learning Scale (RIPLS) and the end of TBL unit written exam.
Independent Variable(s): The application inter-disciplinary Team-Based Learning within a graduate level applied anatomy course.

The youth of empirical data on team-based learning may set up a bias towards its educational effectiveness rather than the negatives against it. Research on team-based learning in the health-sciences has largely been focused on the areas of medical education, nursing education and pharmacology. This study is the first known study to examine the effectiveness of a team-based learning intervention integrating physical and occupational therapy disciplines in order to increase content knowledge and as a way to enhance interprofessional teamwork/collaborative learning. Much of what is written on the topic is anecdotal and normatively prescriptive in terms of what some authors report as ideal. The experimental work on record almost universally consists of single-group designs that focus on student subjective belief systems (e.g.,

student satisfaction or reports of engagement) rather than on objective academic outcomes.

To date, there have been two reviews of the literature of team-based learning that used the Michaelsen & Sweet (2008) requirements. The most recent review of the literature was conducted by Haidet, Kubitz, and McCormack (2014) which sought to review articles that claimed some fidelity with the Michaelsen and Sweet core elements of team-based learning (2008). The researchers ended with forty articles that they categorized as TBL or modified TBL and included studies from populations as diverse as high school education to graduate and graduate medical education. The effects of TBL have been demonstrated to be positive when it comes to student satisfaction, student engagement and the affects TBL have on lower performing students. One study even demonstrated the positive results of team-based learning (over lecture) on an immediate test of knowledge, but also as a measure of knowledge retention over time (Tan et. al., 2011).

The encouraging results of my study were either in agreement with or superior to the existing literature. Examination performance for students who took part in this study were statistically higher than the examination performance for the historical cohort over the same exact materials (on the same exact exam). A mean improvement in examination performance of approximately seven percent, or approximately one half a standard deviation. Not only did the examination performance for the study group improve, there were also fewer students in the study group who failed in the extreme when compared to historical performance. This result is in agreement with and superior to a study of primary care medical student by Thomas & Bowen (2011). In my study, the lowest quartile in the experimental group scored on average 15% higher than the lowest performing quartile in the historical cohort. The same pattern of results was found by Chung, Rhee, Baik & Sun (2009).

Team-collaboration between physical and occupational therapy students also improved as evidenced by a statistically significant improvement in the paired samples t-test. The Team Collaboration scores were statistically higher than their matched subject pre-intervention Team Collaboration scores. An improvement of nineteen points on the Team Collaboration measure, or in this variable, more than two standard deviations, seems worthy of attention.

Inter-disciplinary learning teams succeeded in both knowledge acquisition as well as in team-collaboration, an outcome that is clearly consistent with the aspirations of the Interprofessional Education Collaborative Expert Panel (2011), the Commission on Accreditation on Physical Therapy mandates (American Physical Therapy Association, 2004), and the Accreditation Council for Occupational Therapy Education (See April 2016 Interpretive Guidelines).

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How Student Perceptions Can Aide In The Redesign Of Online Learning Modules

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Abstract
In this session, we will explore the online alternatives to the costly use of standardized patients in medical and health professions education. More specifically we will discuss the Virtual Patient Experience (VPE) that was created using Articulate Storyline. We will demonstrate how the choose your own adventure online module was developed and discuss how it works along with potential applications in other areas. Additionally, we will discuss the learner-centered continuous improvement approach used in this project in which student feedback directly influenced the modification, redesign, and future implications of these VPE's. At the time of the presentation, we will highlight how an 8-month pilot program, with a total N of approximately 250 students, determined the actual online VPE to be used as part of the required curriculum.

Proposal Objectives
During this presentation, participants will:

1. Recognize how video simulations can be incorporated into online modules and can enhance the learning environment,
2. Be aware of ways they can use online modules in their learning environment, and
3. Discover other potential applications of online modules for their specific needs.

Audience
This Presentation will be beneficial for faculty who teach via online, hybrid or face-to-face course and instructional/educational designers responsible for developing applications of innovative teaching methods.

Activities
This Presentation will include the following activities:

1. A brief look at the background as to why the technology was developed,
2. Discussion of the learner feedback over several academic years and how it was integrated,
3. Live demonstration of the Virtual Patient Experience,
4. Discussion of learning outcomes of the students, and
5. A robust Q & A session.

Description

Traditional undergraduate and graduate medical education is deeply rooted in didactic lecturing and hands-on clinical experience. Historically, a systematic instructional design process that utilizes instructional technology delivery methods has not been heavily utilized in medical education. In the early 2000s, funding opportunities for online learning projects began to emerge. Medical schools have been slow to take advantage of these opportunities to incorporate technology-based learning methodologies. While medical school administrators have praised online learning projects for convenience, flexibility, personalized learning, and expanded pedagogical practices there has still been a lack of widespread adoption of instructional system design principles in both undergraduate and graduate medical education curriculum development (Greenhalgh, 2001). Education programs utilizing strong instructional systems design principles can potentially create educational experiences for learners that enable them to push their boundaries and build the diversity of skills required for a successful transition from the classroom to the clinic.

In any online learning environment, the key feature to effective learning is to ensure the interaction is meaningful to learner. Mayer's Theory of Multimedia Learning suggests people learn more and at a higher level from both words and images than just words alone, particularly in medical education (Mayer, 2010). This experience can be created by utilizing the different sensory modalities of the learners - through integration of text, images and sound. It is this multimedia experience that allows for active participation in the learning experience, which in turn produces a more meaningful learning experience (Moreno & Mayer, 2000).

Three years ago, our institution developed an online module on the topic of motivational interviewing to be used with third-year medical students as part of the Family Medicine clerkship curriculum. Prior to the creation of the online module and subsequent use of a VPE, motivational interviewing had previously been taught in a didactic environment combined with small group role-playing that received poor feedback from students. The original self-directed module consisted of reading material, videos, and basic written application exercises. In an effort to make the module more authentic, a virtual patient experience was developed to further develop the learner's abilities to apply techniques of motivational interviewing in a low-risk environment. The VPE was created with Articulate Storyline and focuses on constructivist theories. This VPE allowed the learners to be active participants where knowledge is constructed as they attempt to navigate this new experience (Ertmer & Newby, 2003). The VPE centered on using applied knowledge in a simulated patient experience in an independent, asynchronous online environment.

As part of the assignment instructions, students complete an asynchronous, self-contained, online learning module including readings, assignments and personal application scenarios on motivational interviewing techniques. Once completed, students then proceed to the VPE. Within the VPE, the learner is presented with a patient and must interact with the patient. Based upon which decision the student makes, the VPE will lead him/her along a path with the

patient. This path eventually ends with either a positive or negative patient encounter.

Student assessment of the intervention and VPE experience includes a pre- and post-test on knowledge acquisition as well as items such as preferred learning approaches. Medical students also complete a detailed questionnaire about the VPE.

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Constructivism and The Online Course Experience

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Abstract
Through discussion and activities, this session seeks to engage attendees in analyzing the online course environment, to explore strategies for constructivist learning in this environment, and to evaluate the usefulness of these strategies in online courses across the curriculum.

Proposal Objectives
Session objectives include the following:

1. To discuss the nature and challenges of the online course experience for varied types of students
2. To explore the role and applications of constructivist learning in the online environment in shaping students understanding
3. To share/discuss practices to encourage/promote student involvement and understanding through use of constructivist practices in their online courses and beyond
4. To leave the session with ideas for introducing/enhancing constructivist learning in online courses at participants institutions.

Audience
The audience will include faculty members who teach, or who are preparing to teach, in the online environment and want to actively engage their students' in-depth learning.

Activities
The presenter and attendees will:

1. Complete a brief introduction
2. Discuss the challenges and rewards for students in online environments
3. Suggest and model constructivist practices to enhance student understanding and in-depth learning
4. Summarize the discussion for further thought and application across online courses and institutions

Summary
As the works of Jean Piaget, Lev Vigotsky, and subsequent researchers illustrate, learning is not a passive activity. It is active and constructed by the learner: Knowledge is not something that bombards our consciousness and is absorbed; rather, it is something we construct to make the world meaningful. Learning involves a search for knowledge - or new territory - that is strongly related to the activities of play, discovery, and problem solving (Weigel, 3). In pedagogical studies in the late twentieth century, constructivism emerged to explain personal and cultural knowledge, meaning, and reality (Doolittle, 2014, 485). In delineating ,the principles, or

essence of constructionism, Doolittle and Hicks (2003) define learning as the adaptive and self-organized construction of knowledge that is a function of both one's prior knowledge and experience and one's current socio-cultural activity. This perspective on learning reflects the complexity of learning as involving adaptation, self-organization, interaction, and history (73).

This session seeks to investigate and illustrate strategies for constructivist learning in the online course environment and discuss the usefulness of these strategies in online courses across the curriculum.

Audience

The audience should include faculty members who teach online courses and are interested in developing and utilizing constructivist strategies.

Activities

Session participants will:

1. Define constructivism from various perspectives among educators;
2. Participate in an initial interpretive activity intended to introduce relevant knowledge and engage understanding regarding constructivist learning in the online environment;
3. Discuss how the activity affected their capacity to construct and retain meaning from the work;
4. Describe the method's possible effect in an actual course;
5. Discuss ways in which they might employ similar methods in their own courses across the curriculum.

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Verse, Voice, And Vision: Student Engagement Through Hands-on Multidisciplinary Approaches

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Abstract
Traditionally students have been painstakingly taught not to trust their own interpretive abilities; they have been taught to memorize, but not to synthesize and evaluate. This is ultimately a loss for students. However, engaging students in activities that are not only relevant to their lives but also to course content across the curriculum provides a way to promote evaluation and synthesis in learning.

Background and Rationale

Traditionally students have been painstakingly taught not to trust their own interpretive abilities; they have been taught to memorize, but not to synthesize. However, Piaget theorizes that children do not receive knowledge passively but rather discover and construct knowledge through activities(Meyers, 1986), which is an act of synthesis. Hence, active learning, defined as instructional activities involving students in doing things and thinking about what they are doing(Bonwell & Eison, 1991), increases absorption and retention of course content. Dodge further asserts, Active learning puts the responsibility of organizing what is to be learned in the hands of the learners themselves and ideally lends itself to a more diverse range of learning styles(2004). As study after study indicates (2004), students learn better from hands-on and collaborative practices than from lectures and other such formats. Further, students are more engaged with multiple audio, visual, and print resources. Richard Mayer, developer of the principle known as the multimedia principle, states that people learn more deeply from words and pictures than from words alone(47).

Engaging students in activities that are not only relevant to their lives but also to course content across the curriculum provides a way to promote evaluation and synthesis in learning. Music lyrics, videos, and other art influenced by music can have the poetic profundity, artistic and critical depth, and cultural significance to challenge them to think beyond the surface level. One way to accomplish this is by providing students with copies of song lyrics, questions for small group discussion, videos, or artistic works in other genres that connect thematically/artistically to the works. After viewing or hearing the songs, students engage in group discussions, and they learn not only that they can interpret but also that several interpretations can be justified and can extend across disciplines. Our session will actively illustrate this method.

Session Description

This session illustrates hands-on, collaborative activities (Bonwell & Eison, 1991) which engage

students in active interpretation, and synthesis of meaning in music and other artistic expressions. In this session, participants will experience this technique firsthand through a simulated class session and discuss the effectiveness of this method in courses ranging from literature to art history, from economics to psychology.

Audience

The audience for this session should be faculty members who want to adopt innovative multimedia strategies in order to enhance student retention of the knowledge base in a course and to help them to think more broadly beyond the course.

Objectives

The session seeks to:

1. Enhance understanding of the role of multidisciplinary learning in knowledge retention;
2. Illustrate means of engaging active multidisciplinary learning with multimedia resources so that students learn to recognize literary, artistic, and cultural/historical connections;
3. Discuss the development of multidisciplinary learning strategies in other courses and disciplines across the curriculum.

Session Activities

Session participants will:

1. Participate in initial multimedia activities intended to introduce relevant knowledge and understanding;
2. Discuss how the activities affected their capacity to understand the interconnections among the works in the various media;
3. Discuss ways in which they might employ similar multimedia methods in their own courses across the curriculum.

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Literature Review: An Interactive Exercise Using Mesh And PubMed Databases

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Abstract
It has long been established by many undergraduate science educators that critical reading and analysis of the primary literature is one of the key competencies for college graduates majoring in any discipline. The findings of a study conducted at UCLA's Howard Hughes Undergraduate Research Program (HHURP) indicate that engaging undergraduate students in reading and analyzing primary scientific literature has a long-term impact on students learning experience and, on their ability, to transition into post graduate and other professional programs. In recent years, research experience for undergraduates (REU) has become a required component in many undergraduate life sciences programs. The first step in any research project is the literature review. This presentation provides an interactive method to enhance students understanding of the process of literature review. During this interactive presentation, participants will also learn how to train students in searching and retrieving peer-reviewed journal articles in the field of life sciences from PubMed database using online NCBI tutorials. Furthermore, participants will learn to design and implement effective assessments for primary literature review in inquiry-based undergraduate life science courses.

Proposal Objectives
During this presentation participants, will:
1. Learn about a step-by-step flow chart on the process of literature review
2. Learn how to use interactive NCBI tutorials for teaching students to effectively search and retrieve primary literature from PubMed database
3. Learn to develop assignments to assess student's literature review skills

Audience
This presentation will be beneficial for faculty who teach undergraduate life science courses or other inquiry-based courses and want to learn how to engage the students in a series of activities for an effective literature review for their research projects.

Activities
This presentation will include the following activities:
1. An interactive flow chart for teaching students the process of literature review
2. NCBI Tutorials for:
   a) using MeSH and PubMed search tools;
   b) managing the search results and saving the records of interest;
   c) saving the search strategies;
   d) retrieving full text articles;
   e) link to related resources.

3. Development of creative assignments to assess students' ability to search and retrieve primary literature from PubMed database

Description

Per many studies, the primary skill of an undergraduate science student is to critically read, understand and evaluate primary research articles (AAAS, 2011). In any research project, the first step is literature review. An effective literature review typically involves the following steps:

1. Identification of a research topic
2. Searching, retrieving, organizing and saving the relevant articles
3. Reading and critically analyzing the articles
4. Summarization and synthesis of the information learned about the research topic
5. Identification of gaps in existing research
6. Learning the citation skills

Research indicates that students who have completed literature review during their undergraduate research project are better prepared to transition into post graduate programs and doctoral programs (Hoskins et. al. 2007, Kozeracki et al. 2006; Janick-Buckner, D. 1997). The purpose of this presentation is to provide the participants an opportunity to use a step-by-step interactive method to teach the process of literature review in an undergraduate course. During this presentation participants will learn how to engage students in effective literature review activities using NCBI (National Center for Biotechnology Information) tutorials for MeSH and PubMed database search.

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A Training Model for Sensitizing Students to Ethical Action

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Abstract
Every USA state has a Code of Ethics that is mandatory for public education workers to comply with and apply. Some codes are simple: You must be ethical. Some codes resemble a Law Codex of Ethics. Unfortunately, the mere presence of Codes of Ethics in any form are not sufficient to stop the creep of unethical behaviors in public education. An effective training model is needed that facilitates understanding of an individual's characteristics as well as experiences that shape personal understanding of how to deal with ethical issues. This roundtable presentation will discuss how to further develop this model.

Proposal
Over the past three years, the presenters have been researching a model of factors that influence behavior prior to action. This model, Jones Model of Moral Intensity, has 5 factors: magnitude of consequences, social consensus, probability of effect, temporal immediacy, proximity of effect, and concentration of effect. The presenters have developed scenarios to represent the 5 factors in educational setting and vetted them to a wide audience for comment. The vetted scenarios were then placed into an electronic testing database and presented to pre-service students in order to begin data gathering to measure fit of the factors to their reactions to the scenarios (from none to extreme). This roundtable will present what has been learned during the scenario development and data gathering, , present this potential Ethics Training Model, and gather comment from session participants to further improve the final product.

Objectives
Session objectives include the following:

To learn from open discussion with a wide range of academic professions about the factors they teach in ethics training.
To modify the content of existing scenarios and identify possible areas of previously unidentified values underling ethical behaviors that should be addressed in training.
To further modify the emerging Ethics Training Model and further development of materials for classroom use.

Audience
All faculty working in any public or private setting where Code of Ethics or expected employee behaviors are prescribed and enforced and training is recommended.

Activities

The presenters will:

Give an overview of a variety of models and research that have influenced its development.

Review what has been learned and how it has influenced the emerging model.

Allow participants to ask questions and give suggestions for other areas of ethical values.

Present the emerging Ethics Training Model for review and comment.

Provide an overview for future steps in research on this model and how the Ethics Training Model may be used to sensitize workers about their ethical decision making.

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Flapping Our Wings: A Mighty Change In Student Retention

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Abstract
The numbers of students who do not finish degrees, programs, or courses is concerning to higher education faculty and administrators. Is there a way to increase student retention without increasing faculty workload? Promising practices to decrease attrition that require little to no effort by instructors used at a university will be shared and participants will have the opportunity to integrate one or all of these practices into existing or upcoming courses.

Proposal Objectives
Participants will
1. Review predictors of student attrition and student retention
2. Engage in application of a promising high impact strategies to increase student retention in college courses.
3. Share tips to increase collaboration, communication, and course completion.

Audience
This session is aimed towards those faculty and administrators who want to decrease dropouts in their classes or programs but not increase their workload. Audience participation includes whole group discussion of retention predictors, individual inclusion of a promising retention practice, small group brainstorming of possible practices to use in courses.

Activities
1. Whole group discussion of attrition and retention factors.
2. Individual reflection and application of a promising practice in an upcoming course.
3. Small group sharing of additional practices that may be used in current or future courses.

Description
While student retention at the university and college level may present as a contemporary concern across academia in traditional (Gauthier, 2016), online (Kilburn, Kilburn, & Cates, 2014), and for profit (Page & Kulick, 2016) settings, attrition has been major issue since the advent of formal education institutions (Aljohin, 2016). Avenues to increase retention and decrease attrition include affordability (Kruegar, 2014), accessibility (Kilburn et al., 2014), accountability (Kerby, 2015), equity (Davis, 2015), cultural (Gallop, 2016) and financial (Richburg-Hayes, 2015) considerations. Efforts to stem or reverse the tide of leavers from higher education are often focused on institutional or program responses (Aljohin, 2106; Gauthier, 2016). These broad efforts to improve retention at the campus level may overlook the individual student experiences (Bain, 2004). The point of critical impact for students is the

classroom.

Lorenz (1993) postulated that the mighty changes in weather could be predicated by a single seagull flapping its wings. Can college faculty employ singular actions to bring about mighty changes in attrition? Four strategies used to enhance likelihood of course completion, improve course success, and ensure continued enrollment will be shared. These strategies require little to no time to implement yet the data from introductory courses suggest they are powerful. Spend 50 minutes to learn about promising and high impact practices that can increase the likelihood of student success in your classes.

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A Sex, Gender & Society Cooperative-learning Experience With Assessment in Both A Traditional & Online Environment

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Abstract
This program features a field-tested collaborative-learning experience that actively engages students both in a traditional classroom environment and in an online environment in thinking critically about sex, gender, and society. It is perceived by students as fun and worthwhile. It even comes with a built-in assessment instrument that is easy to score and interpret. It works well online and can be accomplished well in a 50-minute or in a 65-minute class period.

Proposal
Presentation Objectives
Goal 1: A General Education Goal at Pittsburg State University is that students will acquire the knowledge to function responsibly in the world in which they live
Objective: To assist students in achieving this goal, the instructor in a General Education course provides students with opportunities to
(1.1) Demonstrate an understanding of social issues
(1.2) Explain the importance race, gender, and class plays within and across cultures
Goal 2: A General Education Goal at Pittsburg State University is that students should be able to think critically, to reason, and to analyze
Objective: To assist students in achieving this goal, the instructor in a General Education course provides students with opportunities to
(2.1) Apply generalizations, principles, and theories to circumstances they encounter

Audience
People from all academic disciplines and programs at the undergraduate level can use cooperative learning strategies as a valuable method of curriculum delivery. As an instructional delivery method, cooperative learning engages students' attentional resources and generates enthusiasm for learning. This presentation is intended for people who desire both to enhance the quality of the learning experience and painlessly yet effectively to assess the learning experience in a traditional classroom setting as well as in online environments.

Activities
This presentation will include the following activities:
(1) Participants read a 100-word "Frankie and Johnie" story.
(2) Participants engage in various activities associated with this material.
(3) Participants assess this cooperative learning experience using a field-validated approach.

(4) Discussion with other participants about the "Frankie and Johnie" cooperative learning experience, including strategies for doing and assessing it online and in hybrid courses.

Description

Recent surveys reveal that many college students in the United States juggle some combination of families, jobs, and school while commuting to class (Complete College America, 2011, p. 6). Non-traditional students are the new majority in higher education in the United States. Moreover, fully half of those seeking an associate degree require remediation, as do more than one in five who seek a bachelor's degree (Complete College America, 2011, p. 14). Teaching faculty frequently perceive that many students come to class sporadically; arrive late, leave early; that even when they are in class, many seem to invest their attentional and behavioral resources more in texting or otherwise tending to their digital devices than in engaging the instructional experience at hand. More than one in four students in post-secondary education also are enrolled in at least one online course (U.S. Department of Education, National Center for Education Statistics, 2016).

Collaborative learning is an approach that readily engages many "hard-to-engage" students (Barkley, 2017; Barkley, Major, & Cross, 2014; Center for Community College Student Engagement, 2015; Luna & Winters, 2017). This presentation is a collaborative learning experience that many "hard-to-reach" students find engaging and worthwhile. It works well and is readily and effectively assessed in both online and face-to-face classroom settings.

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Mind-centered Pedagogy

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Abstract
This presentation will consist of a series of experiments designed to elucidate the nature of human thought -- learning, memory, and cognition. These experiments will spawn cognitive principles that will then be used to create mind-centered pedagogy. The majority of this spawning and creating will be derived from participation.

Proposal Objectives
During this presentation, participants will

1. examine the cognitive nature of learning, meaning, and knowing
2. this doesn't exclude social avenues, only that cognitive approaches will be stressed),
3. develop an understanding of essential cognitive principles, and
   apply these essential cognitive principles to the development of sound pedagogical practices.

Audience
Teachers and designers from all domains, whether the course is to be taught face-to-face, online, or blended.

Activities
Participants will engage in a series of experiments or activities designed to illuminate the six "equations" of cognitive functioning that lead to deep and flexible learning.

I. Research + Pedagogy = Effective Teaching & Learning
II. Sensation + Recognition = Perception
III. Perception + Organization = Meaningfulness
IV. Meaningfulness + Processing = Active Learning
V. Active Learning + Strategy Use = Self-Regulated Learner
VI. Self-Regulated Learner + The Big Picture = Mindful Individual

Description (including relevant literature)
Cognitive psychology has revealed much concerning the processes that underlie teaching and learning. The past fifty years are replete with empirical studies addressing the characteristics inherent in human learning. Unfortunately, this science of human learning has never had a large influence upon the practice of education(Anderson, Reder, & Simon, 1998, p. 227). This gap between research and practice is lamentable and serves to deny students and teachers access to powerful forms of teaching and learning.

Addressing this gap between research and practice in teaching and learning in the college and university classroom involves the recognition that learning is a basic, adaptive function of humans(Bransford, Brown & Cocking, 1999; p. xi) and that learning theory does not provide a simple recipe for designing effective learning environments(Bransford et al., 1999, p. 119). Bridging the gap, then, involves examining the adaptive function of humans to determine the mental structures and processes that are responsible for learning, as well as investigating how these various mental structures and processes may be applied in the classroom to create effective learning environments.

In pursuit of these structures and processes, the knowledge extant in cognitive psychology, relative to human learning, is already sufficient to provide significant benefits to the dedicated college and university professor. For example, why do students often have such poor recall of specific facts? How should lectures/presentations/activities be organized to maximize student learning? What factors most affect learning and retention in the classroom? Cognitive psychology has investigated each of these questions in-depth and can provide specific answers.

The primary purpose of this presentation is twofold, (a) to investigate a series of principles that address the mental structures and processes of cognition, and (b) to develop concrete applications of these cognitive principles to the college and university classroom. This list of cognitive principles does not exhaust all of what is known about cognition and instruction, but it does provide a salient list of the more robust and applicable findings.

Cognitive psychology represents a scientific investigation of learning, memory, and cognition. It stresses the examination of the mental structures and processes of the mind and how these structures and processes influence thought and behavior. How these mental structures and processes relate to the classroom, however, is normally less than straightforward. Indeed, James (1958) has stated, “You make a great, a very great mistake, if you think that psychology, being a science of the mind’s laws, is something from which you can deduce definite programmes and schemes and methods of instruction for immediate classroom use (p. 23).”

Heeding James words, however, does not mean that there are no connections between cognitive psychology and instruction. Indeed, the entire domain of educational psychology is aimed at making those very connections. According to the cognitive approach, the goal of educational psychology is to explain the relationship between stimulus (i.e., instructional

manipulation) and response (i.e., outcome performance) by describing the intervening cognitive processes and structures(Mayer, 1999, p. 7).

The application of the following list of cognitive psychology based principles to the college and university classroom benefits both learning and instruction. For each principle, a psychological explanation is given, followed by a concrete exemplar of how the principle relates instructional manipulation to student outcome performance.

Principle #1: The deeper one processes knowledge, the more effective the knowledge acquisition process (Craik & Lockhart, 1972).

Pedagogy
a. Teachers should provide activities that promote active and deep processing, including problem creation, solving, and defending; cooperative learning and assessment; personal reflection and evaluation; and, knowledge and task analysis and synthesis.
b. Students should be asked to engage in comprehensive and authentic tasks with clear and meaningful purposes.

Principle #2: Knowledge that is self-generated or elaborated upon, i.e. relating prior knowledge to new knowledge, results in more effective knowledge acquisition (Slamecka & Gradd, 1978; Stein & Bransford, 1979).

Pedagogy
a. Teachers should construct activities that ask students to generate questions, reflect on their understandings, and create study materials (e.g., summaries, outlines).
b. Teachers should actively ask students to relate their prior knowledge and experiences to new material and experiences.

Principle #3: The knowledge acquisition process is a constructive process that does not result in a mirror image of an experience but rather an individual's interpretation of that experience (Bransford & Johnson, 1972).

Pedagogy
a. Teachers should expect students' responses vary in degrees of accuracy, relative to presented materials and based on prior knowledge, and assess accordingly.
b. Teachers should state, explicitly, if they want students to remember knowledge and skills verbatim.

Principle #4: Students organize conceptual knowledge according to schemas and scripts, which influence the manner in which new knowledge is encoded and prior knowledge is retrieved (Bower, Black, & Turner, 1979; Brewer & Treyen, 1981; Schank 7 Abelson, 1977).

Pedagogy
a. Student should be asked to explain their understandings to make explicit their underlying schemas and scripts.
b. Students should be presented material and tasks in small coherent units with extensive use of examples to foster the creation of schemas and scripts.

Principle #5: The intent to learn does not directly affect learning; rather, learning depends on how knowledge is processed (Hyde & Jenkins, 1973).

Pedagogy
a. Teachers should construct activities that necessitate the processing of knowledge and skills.
b. Teachers should explicitly provide relations between students' desire to know and understand and the behaviors that are needed to generate this knowledge and understanding.

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Digital Accessibility Revolution Meets Online Instruction: A Practical Approach to ADA Compliance

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Abstract
Post-secondary education has been transformed with the rise of online learning, learning management systems (e.g. Blackboard and Canvas), and web-enhanced instruction. However, providing online educational experiences for students with disabilities may present a significant challenge. Legislation mandates the need to address accessibility issues in all forms of instruction including online, thus the need for developing a practical approach to ADA compliance. During this session, participants will examine legislation and lawsuits that emphasize accessibility issues, as well as, critique online courses for ADA compliance. Participants will acquire essential utensils to make technology-based learning accessible to all students through universal design for learning and best practices for design and delivery of online education.

Proposal Objectives
By the end of this presentation, participants will be able to:
1. Engage in reflection about online courses ADA compliance.
2. Describe legislation and recent lawsuits associated with ADA compliance in the development and delivery of online courses.
3. Use the resources packet of handouts to apply new skills to critique online courses.

Audience: This presentation will interest administrators, faculty, parents/guardians, students, and a general ISETL audience associated with post-secondary educational institutions.

Activities
This presentation will include the following activities:
1. Conduct a brief knowledge/attitudes survey about individual and institutional ADA compliance in delivery of online courses.
2. Discuss a practical approach to ADA compliance in online instruction and the legal implications.
3. Review and critique individual online classes in small groups using an ADA Compliance Checklist and a Web Site Checker tool.

Description

The number of fall semester online students in 2015 exceeded 6 million, an increase of 3.9% over the previous year (Allen & Seaman, 2017). In 2013, 66% of chief academic officers at 2,800 colleges and universities surveyed reiterated the critical importance of online offerings to their institutions long-term success, while only 9.7% said it was not a crucial strategy (Allen & Seaman, 2014). Clearly, online course delivery is a well-established pedagogical tool (see Kentnor, 2015, for a history of distance education).

According to the National Center for Education Statistics (NCES) (2016), in 2011-2012 approximately 11% of students at post-secondary institutions reported having a disability. Specific learning disabilities (SLD), Attention Deficit Hyperactivity Disorder (ADHD), mobility impairments, and "mental illness/psychological conditions" were most often reported (Raue & Lewis, 2011).

Online courses must comply with the Americans with Disabilities Act (ADA) of 1990, amended in 2008 (ADAAA), as well as the Higher Education Act of 1965 (HEA) (P. L. 89-329), reauthorized in 2008 as The Higher Education Opportunity Act (HEOA) (P.L. 110-315). Other applicable laws include Sections 504 (29 U.S.C. ¬ß 701) and 508 (29 U.S.C. ¬ß 794d) of the Rehabilitation Act of 1973 as amended. Accessibility includes websites, email, software, hardware, learning management systems, videos, documents, audio content, and any other information technology used in class design and delivery. The premier online resource for designing accessible web content is the W3C (2008), an international, vendor-neutral group that determines the protocols and standards for the web (WebAIM, 2017).
The Rehabilitation Act of 1973, amended in 1993 and 1998, offered the first civil rights protections for people with disabilities in the United States. Section 504 (29 U.S.C. ¬ß 794) states that programs or activities receiving federal funding may not discriminate against people based upon disability status (Web Accessibility in Mind [WEBAIM], 2013). Section 504 targeted eliminating societal discrimination, and Section 508 of the Act targeted removing electronic communication barriers. Since all states receive federal funding under the Assistive Technology Act of 1998, all state postsecondary institutions must adhere to these accessibility standards.

Congress intended the ADA to provide broad coverage in the areas of employment, programs, services, activities, accommodations and communication (ADA National Network, 2015). Though the ADA does not mention internet accessibility, courts have used Titles II (42 U.S.C. ¬ß 12131 -12134) and III (42 U.S.C. ¬ß 12182(a), 2011) to strengthen precedents. Often, web content and universal design features provided by institutions benefit all students and become pedagogical best practices (Burgstahler, 2017).

Costly litigation due to ADA infractions is an increasing problem for postsecondary institutions (Carlson, 2017). High profile cases include the National Federation of the Blind's discrimination complaints against the Law School Admissions Council (LSAC), for inaccessible web content and LSAT preparation materials, and against Arizona State University for requiring students to use

Kindle DX, an inaccessible technology (National Center on Disability and Access to Education, 2012). Other lawsuits targeted massive open online courses (MOOCs), and closed captioning for online lectures, podcasts, and other educational materials (Carlson, 2017). Universities continue to be targets of litigation for non-compliance, most often through the U.S. Department of Education's Office of Civil Rights or the Civil Rights Division of the Department of Justice.

Due to mandatory compliance, university faculty and staff must be willing and prepared to participate in reasonable accommodations requests. Faculty may want to provide effective assistance to students with disabilities but be hesitant because they do not know what is expected of them (Gaddy, 2017). Training that includes the opportunity to discuss concerns, as well as put newly acquired skills in practice, is essential.

This session provides opportunities for increased awareness, current knowledge, and improved skills associated with ADA compliance and reduced exposure to litigation at the institutional as well as individual professional levels. Presenters address attitudes and knowledge related to accessibility and offer a practical approach to inclusion in course delivery and beyond. In addition, each attendee receives a packet of handouts of valuable resources, in addition to participating in interactive opportunities in session.

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Benefits of Long-term Collaborative Partnerships in Developing Sustained Professional Development for In-service Teachers

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Abstract
The purpose of this session is to highlight the benefits of coordinated, intentional, professional development for in-service teachers designed in collaboration between higher education faculty and teacher leaders at a middle school. Join the presenters to consider ways to build effective, long term relationships with community partners and institutions to provide valuable professional development offerings.

Proposal Objectives
Session will contain the following objectives:
1. Identify areas of expertise within the department and/or institution
2. Gather strategies and resources available for collaboration and partnership opportunities
3. Discuss ways to communicate with partner institutions, agencies, or schools within the community who would benefit from this collaborative effort

Audience
This session will be beneficial for faculty members who are interested in developing collaborative partnerships with local schools and/or districts.

Activities
Presenters will provide an overview of their collaborative partnership and discuss the process from initial meeting to implementation. Attendees will be encouraged to participate through discussion, interactive feedback, and consider how to implement sustained collaborative partnerships in their communities.

Description
In May 2016, two faculty members from Meredith College and two teacher leaders from Rogers Herr Middle School met to discuss how to best meet the training and professional development needs of staff. Together they collaborated, with the support of a school administrator and site-based committee, to devise a yearlong professional development training plan based on the topic of differentiation. This topic was made a priority for the school based on a needs assessment survey completed by teachers and staff of the school. During the year, the faculty

members presented to staff on the following topics: differentiation, assessment, tiered assignments. An exit survey was completed by staff members with positive results and inquiries for continued training.

In reflecting on the professional development sessions, the faculty members discovered that both felt more connected to the school and were excited about the changes happening at the school level. This differed from one time only trainings offered in the past where there is typically no follow-up or feedback provided on the impact of the training and/or if teachers found it to be beneficial to improve practice. The sustained commitment to Rogers Herr and its staff over the course of the year, fostered trust and respect among all participants and allowed for opportunities to ask questions, handle uncertainty, and document growth among teachers.

Wildavsky (1986) distinguishes between cooperation and collaboration in his work on collaboration in academic research. He defines cooperation as necessary to get the job done, but different from collaboration because the purpose of collaboration is for participants to make use of each other's talents to do what they either could not have done at all or as well alone (p. 237). This is the essence of collaborative partnership. Furthermore, Baldwin and Austin (1995) state Collaboration works best when partners/team members share a common mission, have clear goals, define operating guidelines, provide mutual support, and work in an atmosphere of trust, respect, and affection (p. 55). The key to successful collaboration, according to Kerka (1997), is that the people involved be personally committed to working collaboratively, within a relationship that includes patience, trust, and the awareness that the goals will take time to accomplish. Kerka also states that ways to ensure success in collaborative partnerships include establishing an action plan based on vision and goals, make changes to ensure responsiveness, and evaluate and continuously improving the effort using multiple methods (p.4). These goals are the same for individuals working in collaborations that occur without organizational support.

The elements of a relationship between partners in learning are as follows (Saltiel & Sgroi, 1996): Shared goal or purpose, trust, respect, and loyalty, personality traits and qualities that are complementary, respect for each other, synergy between the partners, and a valued relationship. These elements directly align with research by Bayer (2014) who found that teachers considered effective professional development to include the following elements: match teacher needs, match existing school needs, teacher led or involve teacher involvement in the planning, include active participation, include plans for long term sustainability, and include high quality instruction.

Research presented by Torff and Sessions (2008) about teacher perceptions and attitudes toward professional development, states that teachers do not utilize short-term professional development, does not account for teacher needs, and/or is not linked directly to their teaching. This supports the feelings of the presenters with regard to purposeful professional development trainings in collaboration with school personnel. Dixon, Yssel, McConnell, and

Hardin (2014) argue that the greater number of professional development hours in differentiation of instruction was positively associated with both teacher efficacy and the teachers sense of efficacy beliefs (p. 112). As a result of the sustained professional development, staff began to increase their confidence in the information being presented, as well as, their own abilities to implement differentiated instructional practices successfully. Presenters and staff were also able to establish the respect and trust needed to ensure a successful partnership.

As the academic year is coming to a close, the presenters are gathering data and continuing to discuss the next steps of this collaborative partnership. The staff has shown improvements and are interested in looking more in-depth at the topic of differentiation specifically related to content. In presenting on our experiences, we are hopeful that others will consider ways to build effective, long term relationships with community partners and institutions to provide valuable professional development offerings.

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Cultural Practices and Anti-Bias Education: Attitudes, Thoughts, Ideas, And Experiences Among Preservice Teachers And Their Professor

Tisha Duncan
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Abstract
Discussions on race inequality and gender differences will always cause some level of discomfort, just as discussions on politics and religion can also evoke those emotions. Join the presenter to reflect on your teaching practices and discover how critical conversations with students can be valuable for all members of the classroom community!

Proposal Objectives
Attendees will have opportunities to share, collaborate with others, and increase their own knowledge through the presentation.

Session will contain the following objectives:
1. To face uncertainty and discomfort in addressing topics which are not often discussed, as well as, how to overcome these feelings;
2. To gather strategies and resources for addressing cultural practices and anti-bias attitudes

Audience
Faculty and staff across disciplines who desire to engage in critical reflection and discussion on anti-bias awareness and practice.

Activities
Participants will:
1. examine research conducted by the presenter with her students;
2. reflect on personal bias, stereotypes, and cultural misconceptions through a written self-assessment
3. brainstorm ways to incorporate critical conversations in the classroom which are inclusive and respectful

Description
My philosophy as an educator is one of constructivism with a learner-centered focus. I want to make strong connections with my students early on in our semester to help us develop a relationship where trust allows them to be open to new ideas and support. I also share my experiences as a classroom teacher, both good and bad, which continue to influence me as an educator today.

I have spent my career surrounded by people who are most like me, and likely have this reflected in my closest friends. By seeking out those who are very different, I can work to

experience a new kind of love (Heffernan, 2012). The idea of seeing conflict as thinking and focusing on how to get really good at it really confirmed my drive to improve as an educator.

It is only after years in the field that I am finally ready to have those critical conversations with not only my students, but also, my friends and family with regard to privilege, stereotypes, judgments, and bias. Within my teaching position, I am able to implement the processes and tools for documenting teacher change as described by Derman-Sparks, LeeKeenan, and Nimmo (2014): ongoing observation, teacher self-study tool, and annual performance assessment process. Furthermore, I participate in each of these areas as a reflective educator through peer observations, personal reflections, and my annual report. I feel confident that I am making great strides in my knowledge and awareness of anti-bias teaching practices. I do wish it had not taken me so long, but with each conversation, I gain more confidence. I also take the time to have conversations with those who differ from me to learn more about their perspectives and experiences.

This roundtable session is designed to continue the conversation with my colleagues across disciplines. I want to learn more about the lens through which others view life as it differs from my own.

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Use Of YouTube Created Mini-videos To Enhance, Update, And Stimulate Learning

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Abstract
YouTube has been a resource to find videos on a wide array of subject for years. This interactive teaching session will outline the benefits of faculty and students creating mini-videos for YouTube as a means to enhance learning in the classroom and laboratory. Participants will have the opportunity to create or adapt a current assignment or activity to include a mini video.

Proposal Objectives
Participants will:
1. Develop or adapt a current activity or assignment to include a YouTube mini video
2. Create a video using the best practices for mini video development

Audience:
This presentation is geared toward faculty of any discipline interested in using YouTube for faculty and student mini videos in the classroom and for online assignments.

Activities
This presentation will include the following activities:
1. Participants will be developing or adapting a current assignment to include a faculty or student created mini video using a provided template.
2. Participants will work in groups to make a video from either the faculty or student perspective utilizing the best practices discussed in the presentation.

Description (including relevant literature)
Students from the Net Generation were born and raised constantly exposed to computer technology (Sanders & Morrison, 2007). Educating and engaging them can be a challenge as their exposure to technology has shaped how they engage in the classroom (Roodt & Peirer, 2013). Students from the Net Generation tend to be digitally literate, connected, social, and looking for engagement, experience, and experiential learning (Oblinger and Oblinger, 2005). Research by Roodt and Peirer suggest that the use of YouTube increases the engagement of students in the classroom (2013)

One way to address these unique characteristics is using the same technology they are accustomed to in the classroom. YouTube is one example of a free, easy access tool that can be used for learning on many levels (Kim, 2012). Since its launch in 2005, YouTube is best known as a repository for user generated videos. Anyone can view public videos, but it does require an

account to load videos. In recent years, the use of YouTube for education as become more popular with the platform developing a YouTube Teachers (https://www.youtube.com/user/teachers) site specifically for educational offerings.

This presentation and activity will introduce the participants to YouTube and review the basics of creating an account, making a channel, and privacy settings. We will discuss best practices for creating videos from both the faculty and student perspective, as well as allow participants to brainstorm how they could use YouTube in their classroom.

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Teaching Participatory Leadership Skills Through Group Work For A Service Learning Project

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Abstract
This presentation will describe a service learning project conducted in an undergraduate social work class, which requires students to work in groups to carry out advocacy projects on campus or in the community. Besides reaching the end goal, the assignment promotes the processes that help develop leadership skills through group work. Examples, discussion and practical tips for implementation will be shared.

Proposal Objectives

1. Participants will learn how to use a service-learning project to teach participatory leadership skills through teamwork.
2. Participants will gain knowledge on how to structure student group work that fosters independent learning and leadership skills.
3. Participants will learn how to support student growth by encouraging independent problem solving and conflict resolution.
4. Participants will identify how to assess student leadership skills.

Audience
This presentation will help any faculty member who is interested in service-learning and leadership development in their classroom. Faculty who have limited to advanced experience with service-learning may identify new ways to engage students and improve their projects and share their own tips, pitfalls and practical advice.

Activities

1. During the presentation, members of the audience will be encouraged to share similar assignments and reflect on how they have helped develop leadership skills among students.
2. Participants will take part in several group and pair activities related to the material presented to reflect on challenges of group work and how to turn them into teachable moments for the development of leadership skills.

3. Participants will work in groups to develop a student assessment tool to measure the development of student leadership skills throughout the assignment.

Description (including relevant literature)
This presentation will describe a service-learning project conducted in an undergraduate social work class. The project requires students to work in groups to carry out advocacy projects on

campus or in the community. The assignment focuses not only on the end goal of advocating, but also the process required to meet the end goal, which helps develop leadership and teamwork skills.

Once the projects are selected and the students are in groups, roles are assigned such as chair, historian, community contact, publicist, and evaluator. Group meetings are often held during class time and minutes are required for each meeting. Content on group leadership is discussed in class and students gain opportunities for leadership throughout the semester.

The advocacy project helps to teach students concrete practice techniques for participatory decision making such as agenda setting, using structured group techniques, providing adequate information to members, assigning responsibility for task implementation, nominal group process and monitoring and how to record and distribute minutes (Speer & Zippay, 2005). Students have completed surveys for the several years and the results indicate that students respond very positively to the project and gain concrete and transferable leadership and teamwork skills.

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Fostering Student Learning Between Class Meetings: A Pop-up Pedagogy Approach

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Abstract
Pop-up pedagogy (PuP) refers to instructors creation and/or use of brief elements of information between regularly scheduled (in person or online) class meetings. This presentation will provide an overview of the basic principles of PuP and identify some cross-disciplinary resources (e.g., websites, academic supplementals) which can be used to identify PuP content.

Proposal Objectives
During this presentation, participants will:
1. gain knowledge about pop-up pedagogy (PuP)
2. see exemplars of PuP communications
3. gain access to PuP resources

Audience
Given that this presentation will focus on communications with students, it can be beneficial to new and experienced instructors. The use of pop-up pedagogy is not limited to online courses, so it can be utilized also by instructors who teach in hybrid and/or traditional face-to-face formats.

Activities
This poster presentation will provide an opportunity for participants to:
1. learn about the basic principles of PuP
2. inquire about the author's use of PuP resources
3. share information about the ways in which they have/will utilize PuP in their own courses

Description
Individuals can experience pop-up technology as irritating or intrusive advertisements (Edwards, Li, & Lee, 2002). However, instructors can create pop-up moments that are instructive and engaging for students. More specifically, pop-up pedagogy (PuP) refers to instructors development/use of brief elements of information between regularly scheduled (in person or online) class meetings. Instructors can engage in proactive, reactive or compensatory PuP.

From a proactive perspective, teachers intentionally seek information that is relevant to prior/upcoming topics. For example, the Council for Economic Education has a calendar titled This Day in Economic History(http://www.econedlink.org/economic-calendar.php), PBS News has an ongoing list of 7 Things(e.g., 7 Things you Didn't Know about Reindeer-

http://www.pbs.org/newshour/rundown/7-things-didnt-know-reindeer/) and BBC News has an ongoing list of 10 Things We Didn't Know Last Week- http://www.bbc.com/news/magazine-39583087). The websites provide a brief description of each event/issue and its significance (e.g., biological, political, economic, chemical, social). In addition, instructors might scan trending topics. For example, photos of a biological father and stepfather jointly participating in a wedding had 12 million downloads in a 30-hour period (Tye, 2015). Other colleagues have created video micro-lectures to review key concepts or explain one step in a specific task (e.g., Shieth, 2009).

From a reactive perspective, instructors can use Pup to respond to students questions/comments. When classes have students from diverse disciplines, there can be substantial variations in how students comprehend/respond to concepts (Fitzpatrick, 2012). In addition, educators in large classes might lack sufficient class time to provide responses to everyone (e.g., Geske, 1992). PuP might be the most efficient means of response because it does not require that teachers postpone clarification until the next class meeting.

From a compensatory perspective, instructors can use PuP to address topics/issues that were left incomplete. For example, novice teachers often underestimate the time needed for lectures/activities. Educators sometimes make mistakes during lectures and want to provide corrected information (Cahalan, 2013). In addition, some (new and experienced) instructors have difficulty engaging students or managing classroom interactions (Fitzpatrick, Boden & Kostina-Ritchey, 2010; Jang, 2011). In such situations, it might be easier and more effective for instructors to communicate via technology.

PuP could seem unduly focused on trivialities, but the metamessages of this approach has broader value. For example, PuP can convey that instructors are (a) invested in students' knowledge/skill acquisition, and (b) engaged in an ongoing pursuit of intellectual curiosity. In this context, perhaps PuP is worthy of some instructional consideration.

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Forget the Rain Forest: Save My Classroom

Wendy Fitzpatrick
Building the Foundation Educational Consultant

Abstract
Educators on average are losing 5-9 hrs. a week on low level discipline challenges. It is stealing precious instructional time. Academics and discipline go hand and hand. Participants will learn how to increase academics, decrease discipline challenges, gain parent support and empower all educators. Participants will be encouraged and challenged to implement strategies and techniques that will change the classroom and school climate immediately.

Proposal Objectives
During this presentation, participants will:
1. Reflect current classroom management techniques/strategies and currently used behavior plan.
2. Learn new strategies/techniques that will decrease low level challenges in the classroom.
3. Decide which parts of the plan will be utilized immediately when returning back to school.

Audience
This will benefit all grade level teachers, administration and behavioral support staff.

Activities
The following activities will include:
1. Reflection - Their Truth!
2. Discussion of teaching to your expectations and gaining knowledge of new strategies/techniques to increase instructional time.
3. Collaborate with others and set a plan of what will be utilized immediately

Description of Study
Time, it has been said, is the coin of learning. Yet every teacher has known the frustration of losing valuable instructional time to matter of discipline, this is a program is proven to restore that lost time to teachers and students in a way that is simple, fair, and mutually respected. This program contains both theories and techniques. The theories will provide an understanding of low level behaviors and how they impact students. The techniques will demonstrate how those behaviors can be eliminated.

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Growing An Institutionally Supported SoTL Program

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Abstract
I wish my institution more formally supported my Scholarship of Teaching and Learning (SoTL) work! At this session, learn about how Anoka Ramsey Community College's commitment to institutional support of faculty engagement with SoTL resulted in a Scholar's Program. The challenge was to design a program encouraging faculty participation beyond early adopters and to measure the impact of SoTL on student and teacher experiences. Participants will learn about the development of this program, view initial program data and instrument development to assess the institutional support of SoTL work, and gain ideas to help your institution move this direction.

Proposal
Presentation Objectives
Participants will

1. Learn about the creation of the Anoka Ramsey Community College's SoTL Scholars program.
2. View initial SoTL climate and program data in addition to instrument development aimed at assessing the institutional support of SoTL work.
3. Gain ideas to help their institutions move towards instructional support of such programs.
4. Reflect on and discuss their level of institutional support and its impact on individual SoTL work.

Presentation Audience
This presentation is intended for administrators, faculty developers, and faculty who may be interested in developing support of the Scholarship of Teaching and Learning at an institutional level.

Presentation Activities
At the beginning of the presentation, we will invite participants to utilize Poll Everywhere website to informally survey the level of institutional commitment to the pursuit of SoTL work. Next, we will utilize Todays Meet to allow for an ongoing chat space for participants to ask questions and engage with us as we present to create an ongoing dialogue about the institutional support of SoTL work. We will share the ongoing process of our research, preliminary data, and the creation process of a SoTL assessment. Participants will be asked to engage in conversation about the applicability of our research to their institutions or identify similarities and differences between this program and theirs depending on results from the initial session survey.

Presentation Summary

At participants arrive, they will be asked to use their technology (smart phones, lap tops, tablets, etc.) to log into our Poll Everywhere and Todays Meet websites to more deeply engage in our session. We will begin with a brief overview of the Scholarship of Teaching and Learning and how members of the faculty at the institution initially engaged in this work. Next, we will share data about the SoTL climate on campus and the transition to an institutionally supported program (Scholars Program). Then we will preview the SoTL Impact instrument that is being developed in conjunction with our research. The presentation will end with a Q & A along with an opportunity to brainstorm ideas about how to encourage institutional support of SoTL work at participant universities.

The aim of this study is to evaluate the Scholarship of Teaching and Learning Initiative at Anoka Ramsey Community College in terms of growth and impact. The first phase of the research focuses on the following research question: What are faculty attitudes, knowledge, and involvement with SoTL at Anoka Ramsey Community College? The second phase focuses on measuring the SoTL impact on students and involves instrument creation which is currently in process.

The purpose of the Scholarship of Teaching and Learning (SoTL) is to enhance teaching and student learning. This is accomplished through studying teaching and assessment strategies, assignment design, etc. in conjunction with instructor reflection and analysis (Bishop-Clark & Dietz-Uhler, 2012; Kern, Mettetal, Dixson, & Morgan, 2015; McKinney, 2007; Ochoa, 2011).

SoTL was first identified by Boyer (1990) in a publication that addressed the responsibilities of the professoriate. In this somewhat controversial text, Boyer (1990) draws attention in particular to one of 4 areas that identifies scholarly research of pedagogical content knowledge (PCK) and its necessary acceptance by the professoriate. Since this seminal work, other scholars have attempted to define the area of scholarship of teaching and learning (Cross & Steadman, 1996; McKinney, 2007). This emphasis has slowly gained traction among faculty and institutions as a viable form of scholarly research. It requires established research practices and dissemination of findings.

Criticism of SoTL is the lack of generalizability of study results due to the focus on individual classrooms and instructors, but this focus is exactly what SoTL research in intended to do (McKinney, 2007). Instructors need to complete research on their students and classrooms in order to modify and enhance their instruction and the student learning experience (McKinney, 2007). Evidence of this intent is emerging at national conferences focusing on evidenced based instruction such as the Lilly Conference series, Carnegie Summit conferences, and other various conferences in the United States and Europe.

SoTL has a stronger presence in four-year institutions and is often embedded within a Center

for Teaching and Learning on campus. In two-year institutions which are traditionally considered to have a faculty focus on teaching instead of research, SoTL is just as important (if nor more) for faculty to engage.

In the book Campus Progress: Supporting the Scholarship of Teaching and Learning (2004), Wert frames a chapter about SoTL Documenting and Assessing Impact as vital towards the growth and sustainability of Institutional SoTL programs. It is critical to assess effectiveness of new programs as well as to celebrate successes and understand impact of such programs and initiatives. McKinney (2007) provides a concrete approach to begin assessing SoTL at an institutional level with a SoTL Questionnaire.

For the continued support of SoTL on campuses, it is important to have data relevant to faculty knowledge of and participation in SoTL work. Additionally, the ability to measure the impact of this work on students is valuable and especially pertinent at an institutional level. As institutions more formally support and grow SoTL work, this research can impact of SoTL work at other 2 and 4-year institutions.

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Boosting Brainpower! The Application of Cognitive Science And Memory Processing to Enhance Learning

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Abstract

Want to learn how to boost your students' brainpower? Join us for this interactive teaching session where we unlock the mystery of the memory processing system and introduce you to tools that will enable you to apply cognitive theory to your course design. Through interactive demonstrations, we will show how variations during either encoding or retrieval might lead to memory failures. We will also offer suggestions to help you and your students understand memory processing and techniques that help students overcome encoding and retrieval failures, which helps improve memory and learning. Application of these techniques will be applied to an Introduction to Sociology course, however we will discuss how similar strategies can be applied across all disciplines.

Proposal Objectives

During this interactive teaching session participants will:

1. Examine the three stages of memory processing (encoding, storage, and retrieval).
2. Perform activities that demonstrate the cognitive theory explanation for the strong connection between encoding and retrieval.
3. Discover why multiple retrieval strategies, under different conditions leads to improved retention and memory.
4. Examine how to apply cognitive theory to course design and effective learning techniques using an Introduction to Sociology course as our example. Note: Although this example works well with humanities and social science courses, we will discuss how similar strategies used can be applied to all disciplines.
5. Engage in a reflection and discussion related to how faculty can help optimize students' memory processing in their own classroom.

Audience

This session benefits all faculty who want to learn how to apply research from the psychology of cognition and learning to improve teaching techniques designed to enhance students' ability to improve memory processing in order to help students learn more effectively.

Activities

The presentation will include the following activities:

1. Interactive simulations of encoding and retrieval from the cognitive psychology research literature.

2. Specific activities that can be used by faculty members to demonstrate encoding, storage, and retrieval. Note: Activities demonstrated will work well with the humanities and social science courses; however, these activities can be applied to all disciplines.
3. Time for reflection and discussion with other participants about different teaching strategies used in their classes.

Description

Educators and students can benefit from knowledge of the cognitive processing system. An understanding of learning that is based on cognitive theory (see Matlin, 2013) is required because the goal of teaching should be to guide students to develop a deeper understanding of the information and to build problem solving and critical thinking skills of their own (McKendree, Small, Stenning, & Conlon, 2002). Teaching strategies based upon the cognitive processing system and how it works allows educators to assess and support a student's level of experience and knowledge structure. For example, beginning learners may be encouraged to use more effortful encoding strategies to build a mental model during the initial stages of the learning; while more advanced students should be encouraged to develop a more integrated knowledge structure that leads to a more complex understanding of their discipline (Bard & Chi, 1992; Chi, 2006; Frame & Bowman, 2007). Thus, specific teaching strategies should be applied depending upon educational goals and course level.

When it comes to students and their study habits, cognitive psychology research indicates that students at all levels of learning often study using techniques that are counter to effective memory processing (Roediger & Karpicke, 2006). In fact, the majority of students limit their study time to re-reading the text or to repetition, simply repeating a concept, word, or idea over and over, while making no real connections to the related ideas they are trying to understand (Brown, 2015). Research in the area of cognitive psychology also indicates that instructors can improve students learning through direct in-class instruction about effective learning techniques and that understanding the memory system can be associated with improved learning and knowledge building (McCabe, 2011).

With this research in mind, we plan to explore the human memory system along with specific limitations that may impede students learning. We will review the stages of encoding, storage, and retrieval and will evaluate the robust connection that is found between encoding and retrieval, known as encoding specificity. Through interactive demonstrations, we will show how variations during either encoding or retrieval might lead to memory failures. Finally, we will suggest ways to apply cognitive theory to course design and improved study strategies. We will close with an example from a social science course, which is similar to Brown (2015) who used simulation to teach social stratification and culture to improve college students' memory and knowledge of culture. Although this example works well with humanities and social science courses, we will discuss how similar strategies can be applied to all disciplines.

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Energy To Motivate! Enhancing Students Learning By Creating Value, Competency, And An Engaging Learning Environment

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Abstract
Students are motivated to learn! In fact, we can't stop them from learning about social relationships, new technologies, and games like Pokémon Go. Our challenge is to motivate students toward the learning goals that lead them to success in our classroom. This session will review motivation and its relevance to learning, highlighting the three areas that are most important: 1) personal value, 2) feelings of competency, and 3) the engaging learning environment. Specific suggestions for each area will be presented; however, participants are encouraged to generate ideas can be applied to their own course design through discussion and engaging activities.

Proposal Objectives
During this interactive teaching session participants will:
1. Examine motivation as a concept and consider the ways in which at student's motivation influences learning.
2. Explore the foundational principles of learning, including value, feelings of competency, and the engaged learning environment.
3. Discover specific strategies that encourage each of the motivational principles of learning.
4. Adapt and further develop at least one new strategy for each of the three motivational principles that can be used in their own classroom.

Audience
This session benefits all faculty members who want to learn how to apply research from the psychology of motivation and learning to improve student success.
Activities:
1. The presentation will include the following activities:
2. Generate a list of ideas to draw students attention to the things that create value, for example, things that students will use in later classes or in their careers.
3. Analyze a list of competency building activities to break down the ideas that attendees can apply to their own classroom.
4. Brief reflection activity to consider their own experience with group work
5. Collaborate with others to generate ideas that create a sense of belonging that can be used in their own classes.

Description
It's obvious that students are motivated to learn. After all, they learn about social relationships, new technologies, and game strategies such as football or Pokémon Go to name just a few. Our

challenge, as educators, is to motivate students toward the learning goals in our course. This session will review the concept of motivation and its influences on learning. Based upon a review of the literature on motivation, I will review what I have come to believe are the three main areas important for motivation to learn, which are 1) personal value, 2) feelings of competency, and 3) an engaging learning environment.

Personal Value: The importance of the relationship between motivation and learning cannot be exaggerated (Ambrose, Bridges, DiPietro, Lovett, Norman, & Mayer, 2010). Motivation occurs when we have a personal investment to reach goal or specific outcome (Maehr & Meyer, 1997); thus, influencing a student's level of interest and goal setting behavior. Moreover, the importance of a student's goal setting is based upon what he or she values (Ambrose et al., 2010). Value can be gained from at least three sources: satisfaction in mastering a skill, for the love of the work (intrinsic motivation), or because there is a reward (extrinsic motivation). Because it is possible that these sources of value overlap and/or interact, it is important to understand each as a possible effect on motivation and learning.

Feelings of Competency: To be motivated students also need to possess a feeling of competency. Bandura (1977) established competency as an attitude of self-efficacy, which is a belief in one's ability to complete a task or reach a goal. Self-efficacy has been found to be a strong predictor of students choice of activity, emotional reactions, and the amount of effort they commit toward a goal (Zimmerman, 2001). Thus, students with strong self-efficacy are more likely to appreciate challenging assignments, are better able to monitor their own learning and to recover from setbacks, and are better able to persist when the going gets tough (Ormrod, 2014).

Engaging Learning Environment: Students persistence toward their goals and a degree if they experience an atmosphere of community and a sense of belonging. We have a biological need to form groups and interpersonal connections (Freeman Anderman, & Jensen, 2007; Hagerty, Lynch-Sauer, Patusky, Bouwsema, & Collier, 1992), which has become well established throughout the literature. An engaging learning environment, including instructional learning supports that encourage student participation has been found increase students emotional well-being and their ability to meet the demands of challenging course material leading to a number of adaptive motivational beliefs and achieving success in a course (Freeman, et al., 2007).

With careful attention to the research in each of the three areas, I plan to offer a brief review of each, while offering specific suggestions to enhance motivation and learning. First, I will outline how students consider different perspectives and relevancy to their own lives to gauge the value of a course. After offering a number of ideas for creating value through innovative course designs such as retrieval based learning (Roediger & Butler, 2011; Roediger & Karpicke, 2006) and service learning (Frame, 2014, October 10; Frame, 2015, January 3), attendees will have time to develop their own list of ideas. Next, I will explore the relationship between students

feelings of competency and motivation. I will suggest ways to enhance students competency by assessing self-regulated learning (Frame & Cummins-Sebree, 2014, February 22) and implementing a backward course design (Davidovitch, 2013; Fox & Doherty, 2011; Wiggins & McTighe, 2005, 2006). Although I will not have time to complete an in-depth review of backward course design, attendees will receive materials outlining the backward design method (including a robust list of resources and references) and will have an opportunity analyze a list of additional ideas for building competency in their classroom during a cooperative activity. Finally, attendees will consider their own learning environment (classroom) and discuss ways to create an atmosphere of community and sense of belonging ranging from plans for the first day of class, syllabus design (Hangen, 2017), and the importance of group activities, team-based problem solving, and collaborative learning projects (Sanders & Munford, 2015). Attendees will reflect upon the atmosphere in their own classroom and complete a pair-share-square activity to collaborate with others with the goal of generating ideas that can be used in their own classrooms.

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How's Class Going? Ways To Find Out Before It Hurts.

Sharon Gilbert
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Abstract
Course evaluations can be frustrating when we can't follow up with our students for more helpful information. This session will share ways to evaluate your teaching and your student's progress during the semester. You'll participate in evaluating the session and my presentation while it's happening, thus experiencing some of the different techniques.

Proposal Objectives
Participants will:
1. Experience several methods for assessing their teaching and student's progress
2. Learn about research related to student evaluations of courses

Audience
This session would be beneficial for any college-level instructors and presenters.

Activities
Participants will begin the session by providing a question related to the session. Throughout the session, participants will use several of the methods introduced for evaluating teaching and learning.

Description
Universities use student evaluations of courses as a factor in determining whether or not faculty will receive tenure and whether or not an adjunct faculty's contract will be renewed (Rojstaczer, 2012; Schuman, n.d.). They make for an easy metric because it is one of the few pieces in evaluating the work of an instructor that results in numbers. This might lead to instructors pandering to their students to increase the chance they'll receive positive course evaluations (Rojstaczer, 2012; Schuman, n.d.). Unfortunately, with the advent of online course evaluations, students who have grown up online may view these as opportunities to interact with them and their instructor in the same way they behave on social media, resulting in some brutal comments (Schuman, n.d.).

So, what is to be done when course evaluations have to be completed while instructors want to actually teach, improve upon their teaching, and increase the chance their students are learning? The good news is that instructors can evaluate these areas and make changes during the semester in which they receive the feedback. There are multiple means of collecting student feedback on the course, such as polls, questionnaires, and the 1-2-3 method. Instructors can also help students gauge and assist in their own learning without having to wait for a dreaded test score. Entry and exit tickets, ungraded pre-class quizzes, journals, muddiest

point, and transfer and apply are all ways to accomplish this task. By implementing some of these activities during the semester, the instructor might also reap the benefit of positive course evaluations because students will value the opportunity to give feedback throughout the semester.

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Lessons From The Mat: 17 Things Being A New Yoga Student Taught Me About Effective, Student-centered Teaching

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Abstract
In this session, the presenter shares 17 lessons she learned about effective teaching from her recent experiences as a new yoga student. She invites her fellow educators to contemplate the usefulness of periodically returning to the role of the fledgling learner to become a student learning a new subject matter, activity, or skill outside our areas of expertise. It is suggested that doing so allows the teacher (now student) to develop a renewed appreciation for what works and just as importantly, what doesn't when learning something new, and then hone our own teaching in light of what we discover.

Proposal Objectives
Educators viewing this poster will be inspired to (1) revisit learning from the perspective of a student, and (2) at the same time, discover (or rediscover) for themselves instructional practices and methods they may wish to adopt (or avoid) in their own teaching.

Audience
This poster session should appeal to those who would like to explore ways they might improve their teaching effectiveness, but in a more intuitive manner, and without having to crack open a pedagogical how-to book.

Activities
No formal activities are planned. However, those viewing this poster will be encouraged to contemplate and discuss the usefulness of educators periodically returning to studenthood for the purpose of rediscovering what the best teachers do (and don't do).

Description (including relevant literature)
In December 2013, I was a university professor with 6 years of full-time teaching experience. That same month, I took my first yoga class, and I was hooked. As I took more classes with more teachers, I realized that I wasn't just learning yoga poses. As an eager but struggling novice attempting to learn and master a new endeavor, every class I took and every instructor I had provided opportunities to learn more about what makes for effective teaching and learning. A year's worth of almost daily yoga classes offered the chance to identify those things that the better yoga teachers did (as well as the things some instructors did that were less effective, or even detrimental, for my learning). I began keeping a detailed journal of my experiences in these classes, and later, used the methodology and techniques of grounded theory(Glaser & Strauss, 1967) to discover recurring and important themes. Based on the time spent with 25 different teachers in 316 classes and workshops, I was able to identify 17

qualities that good teachers embodied or strategies or techniques they employed. Broadly speaking, these best practices included providing a safe and supportive environment for learning, demonstrating great respect for students, practicing excellent communication skills, and, of course, student growth and improvement. This experience has convinced me of the usefulness of educators periodically revisiting the learner role. There seem to be at least three benefits to doing so: First, taking on the role of the student affords us an opportunity to remember what life is like on the other side of the podium, to relive and better appreciate some of the challenges that our students may regularly encounter. Second, it allows us to explore ways to improve our own teaching, without having to crack open a pedagogical how-to book. Through participant observation (Kawulich, 2005), we may develop a renewed appreciation for what works and equally importantly what doesn't work when learning a new subject, activity, or skill (Nathan, 2005). And third, it provides us an opportunity to reflect on and hone our own teaching in light of what we discover (Strauss, 2014).

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We're All In This Together: Team-based Learning In College Classes

Andrew Herman
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Abstract
The goal of this session is to introduce participants to the idea of converting a traditional classroom into a team-based learning experience. When managed well, classes that promote learning within a team setting can provide a number of benefits to students. This session will introduce key concepts for creating a team-based class, provide guidelines for developing effective class activities, and explore some of the benefits and drawbacks experienced using teams in an introductory class.

Proposal Objectives
In this presentation, participants will:
1. Explore the advantages of team-based learning
2. Gain the knowledge and skills for creating team-based learning activities
3. Consider common pitfalls of team-based teaching and how to avoid them
4. Experience key team-based learning principles through workshop activities

Audience
This presentation will benefit faculty from any academic discipline who have considered (or are curious about) using teams in their classes in a more purposeful way but have not had the time to figure out how to connect class teams to the learning outcomes of any of their classes.

Activities
The presentation will engage participants with activities suggested by Michaelsen, Knight and Fink (2002) for creating successful team learning experiences. The purpose of the activities is two-fold: to introduce and experience specific activities suggested by Michaelsen, et al. and to provide a context to explore and discuss the issues related to team-based learning.

1. Engage in a team-based knowledge assessment process (RAT)
2. Explore the potential strengths and pitfalls of class teams using a team format
3. Brainstorm specific ways participants could integrate team-based learning into future classes

Description (including relevant literature)
The idea of transforming a traditional, lecture-style classroom into an interactive setting filled with small groups may seem a bit overwhelming. However, teaching with teams creates the potential for the benefits to far outweigh the possible drawbacks. Purposeful team-based learning drives four kinds of transformations: transforming small groups into teams, changing a

teaching technique into a teaching strategy, improving the quality of student learning, and restoring the joy of teaching (Michaelson, et al., 2002). There is also a specific value in team-based learning that is difficult to replicate in traditional classes, students learning from one another. The skill of obtaining and using accurate information is not developed solely by a professor giving out pre-screened information, but rather through practice in judging the accuracy of the information received and putting it to use through group activities (Boud, Cohen & Samson, 2001).

The concept of team-based learning does not require you to transform your entire class into group activities. Rather, one can create a mix of assigned readings and mini-lectures with group activities to increase a classroom's learning environment. In fact, any dosage of team-based learning can be effective (McMahon, 2010). For Michaelsen, et al. (2002), the process begins by testing students' knowledge both individually and as a team using readiness assessment tests (RATs) and group unit assessments. These are effective ways to measure an individual's understanding of the material and how well they work as a team. Between assessments, students learn to analyze and solve specific problems, gain skills to work effectively as a team, and recognize the value of the team approach to solving intellectual problems. These are all beneficial learning outcomes that come from implementing team-based learning into the classroom (Michaelson, et al., 2002).

Team-based learning is not a panacea for every issue teachers confront in a contemporary classroom. However, it does provide an alternative (and often effective) approach by which students can learn course content and see its implications in relevant contexts, while also supporting one another in the learning process. If this classroom technique intrigues you then please join us as we share our own successes and struggles (along with the class tools we used) to help you envision how you might transform your own teaching.

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Adding Community-engaged Learning Component to Public Health Education

Yan Huang
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Abstract
During this interactive teaching presentation, participants will be able to gain an understanding of community-engaged learning philosophy, share and discuss best practices and strategies for adding community-engaged learning component to their courses, and also consider how to create or adapt best practices into participant's own curriculum.

Proposal
Objectives: During this interactive teaching presentation, participants will be able to gain an understanding of community-engaged learning philosophy, share and discuss best practices and strategies for adding community-engaged learning component to their courses, and also consider how to create or adapt best practices into participant's own curriculum.

Audience
This presentation will be beneficial for faculty who teach courses in public health or similar discipline and want to learn more about community-engaged learning philosophy that match their teaching goals and engage students in active learning.

Activities
This presentation will include the following activities:

1. Introductions about community-engaged learning components and examples
2. Self-reflection activities designed to help participants become more aware of their teaching goals and philosophy
3. Simulations of different community-engaged learning strategies that match specific teaching and learning goals

Description
Community-Engaged Learning has become a well-established educational strategy. This practice-based engaged-learning method allows students to develop relevant competencies while addressing the needs of a community (Downes, Murray, & Brownsberger, 2007). While relatively new to public health education, community-engaged learning has its historical roots in undergraduate education and has been shown to enhance students' understanding of course relevance, change student and faculty attitudes, encourage support for community initiatives, and increase student and faculty volunteerism. Grounded in collaborative relationships, community-engaged learning grows from authentic partnerships between communities and educational institutions. Through emphasizing reciprocal learning and reflective practice, community-engaged learning helps students develop skills needed to be effective in working with communities and ultimately achieve social change. Introducing students to public health

through the vehicle of community-engaged learning will help ensure that our young people are able to contribute to developing healthy communities (Cashman & Seifer, 2008).

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What Am I Thinking? Explorations Of Professor's Metacognitive Practices In The College Classroom

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Abstract
Have you been pondering new ways to increase student learning? Teaching students to understand how they learn through a variety of metacognitive strategies can significantly increase their performance. Participants will gain knowledge on select metacognitive experiences that can transform how students approach instruction. These strategies can be differentiated to meet the needs of specific disciplines and the diverse learning abilities of the students. Participants will also have the opportunity to engage in several metacognitive strategies for an authentic classroom experience in order to stimulate the generalization of these concepts in their own learning environments. Participants will be alerted to resources on metacognition.

Proposal Objectives
Participants will be able to:

1. Explain the benefit of facilitating metacognitive knowledge and experiences to promote student growth and achievement.
2. Describe the five levels of metacognition and identify various questioning techniques that can foster students depth of knowledge.
3. Articulate how metacognitive strategies can enhance students understanding of concepts and learning processes.
4. Gain an understanding of various metacognitive strategies during the session.
5. Propose ideas on how to utilize these strategies in discipline specific classrooms.
6. Reflect on the five levels of metacognition and benefits of implementing various metacognitive strategies to enhance the growth of all learners.

Audience
This presentation will be targeted toward higher education faculty within any discipline. The learning activities will be beneficial for educators who are interested in cultivating an engaging environment that fosters the growth of students metacognitive knowledge and experiences.

Activities
During the interactive teaching session, participants will gain knowledge on the importance of integrating metacognitive strategies into instruction to enhance students self-awareness of their learning processes. The presenters will embed various strategies into the session in order

for audience members to receive an authentic experience of how metacognition can be practiced in the learning environment. Having participants actually engage in the metacognitive activities will enhance understanding of the concepts and will increase the ease of application into their classrooms. Audience will have an opportunity to share metacognitive practices.

Description

Cognitive monitoring consists of both metacognitive knowledge and metacognitive experiences (Flavell, 1979). Metacognitive knowledge refers to how individuals learn and the assessment of one's own learning processes; whereas, metacognitive experiences consist of strategies that address planning, monitoring, regulating of cognitive activities (Flavell, 1979; Livingston, 2003). In a higher education classroom, a key element is incorporating metacognitive practices in order to facilitate students abilities to recognize their own strengths and weaknesses as learners.

According to Lang (2012), Students with poor metacognition skills will often shorten their study time prematurely, thinking they have mastered course material that they barely know(p. 1). It is our responsibility as educators to support students awareness of their actual level of understanding regarding the topics presented in the classroom. Learners need to be provided with both knowledge of cognitive processes and several strategies for practicing metacognitive strategies, as well as assessing their own learning efforts (Livingston, 2003). This session will focus on a variety of strategies that have been implemented into the classroom to enhance students metacognitive skills.

Reeves, et al. (2011) describe metacognitive learners as students who can describe their strengths as learners, analyze learning tasks to consider options, activate skills to complete the task, explain their choices for learning tasks, monitor their effectiveness of the choices, and regularly set goals for learning. When provided with teaching practices of metacognitive strategies, students can demonstrate deeper conceptual knowledge and understanding to facilitate greater problem solving skills (Lukie, 2015; Zepeda, Richey, Ronevich, & Nokes-Malach, 2015). In addition, research has proven that various metacognitive strategies are effective in increasing students' academic achievement. According to Eker (2014), when students are given a specific text, metacognitive strategies can enable them to set goals for reading comprehension, understand the main idea, construct meaning of the expressions in the text, and develop a personal connection to the text. As students develop their thinking and learning skills, educators can incorporate effective questioning techniques to stimulate growth through the five levels of metacognition (as described below):

1st - Becoming aware of thinking and being able to describe it
2nd - Developing cognizance of thinking strategy being used
3rd - Evaluative reflection of procedure
4th - Transfer of procedural experience and knowledge to another context
5th - Connecting the conceptual understanding with the procedural experience.

(McGregor, 2007)

Higher education faculty who are seeking tools to facilitate students abilities to recognize their strengths and weaknesses, explain their choices, self-asses their learning, and set learning goals can be inspired by this interactive teaching session. The specific metacognitive strategies focused on during this session will encompass: The muddiest point - a quick write to identify confusion; Draw me a picture - to analyze thoughts from a discussion; Tell a partner what you are thinking; Self-Questions to stimulate active learning; Think Change; Catch them being metacognitive; Reflective journals; and Metacognitive Modeling. Each metacognitive strategy will provide participants with simple, yet effective, ways to enhance students' knowledge and experiences about their own learning, which will ultimately promote higher academic growth.

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Navigating The Waters Of Being A Dissertation Chair

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Abstract
The dissertation is an academic milestone for candidates across disciplines through which they demonstrate that they are capable of designing and carrying out research, working independently and in collaboration with a committee, writing in a scholarly manner, and defending their work successfully. The dissertation chair is a key component and can be the difference between a positive or problematic dissertation journey. Whether you are an experienced chair who can share a wealth of experiences, or a novice who needs some ideas, this presentation will offer you the opportunity to explore how to navigate the waters of the dissertation process.

Proposal Objectives
During this presentation, participants will:

1. Identify the challenges of balancing traditional teaching load and the teaching of dissertation advising, especially for the chair
2. Discuss how to determine what candidates know and what they need to know
3. Discover shared experiences
4. Brainstorm ideas for dealing with problems that arise in the process
5. Create a how-to list for staying healthy through the process
6. Craft a personal model for procedures from start to finish

Audience
In any institution where there are doctoral programs, at some point a faculty member will probably be asked to either sit on or chair a dissertation committee. This session will help to clarify what the challenges and rewards of the experience are and to prepare new chairs for their first experience. One of the benefits may be the discussion with experienced chairs across disciplines as we recognize the differences in dissertation styles and demands.

Activities

1. Brainstorming activity to identify the primary tasks/responsibilities of the dissertation chair
2. What If's: an activity to allow participants to discuss how to handle the What if situations that invariably occur in the dissertation process including the problems that could arise
3. Crafting a Getting to Know Your Candidate and His/Her Proposed Research questionnaire
4. On the clock: Identifying ways to structure time and meetings for best results
5. Writing a procedural model based on your discipline and institutional requirements and timelines.

Description

Delamont, Atkinson, and Parry (2000) have succinctly captured what the dissertation experience, generally the capstone piece of the doctoral journey, ought to look like. The say that it should be creative, exciting, technically sound, original, and illuminate part of the discipline. We will be exploring the role of the chair (and the dissertation committee) in ensuring that all of these goals are met. While primary responsibility must fall on the candidate himself, the responsibility of the dissertation chair cannot be minimized. Many have struggled through the dissertation process because the chair is inaccessible, too demanding, viciously critical, or disinterested in the project or progress.

Because candidates perceive the role of the chair to be one of facilitating, helping to shape research ideas and methodologies, establish and maintain good relationships (see Knox, Burkard, Janecek, Pruitt, Fuller & Hill, 2011), it becomes a delicate balance of when to do what and to what extent. If you are an experienced dissertation chair in any discipline, you have a wealth of information to share including the potential obstacles, hurdles, and pitfalls as well as ways to skew the process towards the positive. Because the dissertation chair is crucial to the process and can be the difference between success and failure for a candidate, it is important to be aware of and accountable for the myriad steps along the journey. Knowing this, we can look at both positive and problematic dissertation experiences and share our outcomes (Knox, et al., 2011). Additionally, we will look at looking how chairing dissertations factors into either teaching loads or scholarship activities for faculty members in various disciplines (Desselle, Mattei, & Vanderveen 2004).

D. Schniederjans, M. Schniederjans, and Levy (2012) looked at equity theory as a guide for working through the dissertation process when problems may occur. They looked at four common problems: The Too Busy Dissertation Chair, The Non-Legible and Unfocused Feedback Dissertation Chair, The Loss of Dissertation Committee Members, and The No Post-Doctoral Help Dissertation Chair. We will look at these cases and other problems that could arise and provide advice for handling such difficulties.

Finally, in this session, I will engage with you in activities designed to help you learn about strategies you can use and begin to develop to keep yourself and your candidates healthy and productive throughout and to create a personal model of procedures from start to finish of the dissertation process.

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In Pursuit Of A Pedagogy Of Involvement In Higher Education

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Abstract
This presentation proposes a pedagogy of involvement as an effective approach to practicing transformative teaching and learning in higher education. This study is framed by Mezirow's notion of transformative teaching and learning with an emphasis on active involvement in the process of learning. Our research on the beliefs and practices of 12 award winning faculty exhibits evidence of teachers implementing a pedagogy of involvement, which makes a significant contribution to teaching and learning in higher education. We provide insights into the practices of transformative teaching by revealing the dimensions of a pedagogy of involvement in higher education.

Proposal Objectives
The main objectives of the presentation are to describe and illustrate pedagogy of involvement in higher education, drawing from data collected on 12 teaching award winning faculty in diverse disciplines. Ultimately, the presentation aims to recommend the pedagogy of involvement as a means to practice transformative teaching and learning in higher education.

Audience
This presentation is relevant for college and university faculty members and practitioners from all disciplines, administrators, personnel representative for faculty professional development, and others who are interested in the improvement of teaching in higher education.

Activities
The presentation will begin with a brief think-pair-share activity that foreshadows our research findings. We will first distribute index cards to the audience and ask three questions about (a) what affects their professional lives; (b) what challenges their teaching; and (c) what inspires/motivates them as teachers. The audience will individually think about their answer and then share with a partner near them. This activity is designed to connect with the findings of the study of a pedagogy of involvement. The reporting of interview and observation data will also help to make the presentation come alive.

Description of Study (including relevant literature)
Research studies exploring the scholarship of teaching in higher education often examine instruction from a transmissive point of view (Kreber & Cranton, 2000). In a transmissive learning theory, knowledge is understood as an object that is delivered through a teacher as described in Freire's banking theory (Crawford, 2015). Various streams of theories explore the epistemological basis of transformative teaching and learning and recognize the effectiveness

of a transformative approach in higher education. However, limited number of studies suggests pedagogical approaches based on such a viewpoint.

The purpose of this presentation is to describe and illustrate a pedagogy of involvement in higher education. This is framed by Mezirow's theory of transformative teaching and learning that views knowledge and the process of learning in a fluid, flexible, holistic, and inclusive process (Mezirow, 1991). In the research of transformative teaching and learning, various streams of theories conceptualize the acquisition of knowledge and process of learning differently. Despite such differences, all theoretical concepts view transformative teaching and learning as multi-voice involvement, co-learning, and cognitive justice (Lotz-Sisitka et al., 2015).

This is a qualitative study designed in spring 2017 using structured interviews and observation protocols. Winners of Teacher of the Year Awards and/or instructors who are highly regarded by their colleagues were selected as participants (n=12) from a state college and university in Florida. Data collection consisted of (1) two structured interviews about the instructors teaching practices and beliefs; (2) one classroom observation of the instructors; and (3) pre- and post-observation interviews related to the observed lesson. Interviews were audio-recorded and transcribed for analysis and detailed field notes were taken by research team members for during observation. Data analysis followed the process of determining emerging themes and patterns based on Spradley's (1979; 1980) system of domain analysis.

Findings of the study reveal instructors implementation of the pedagogy of involvement in three distinctive dimensions: Inclusive care, involvement of passion, and active critical learning. Award winning and/or highly regarded teachers in higher education demonstrate inclusive care by respecting learners diverse ways of learning, involving learners personal lives in the process of learning, and building a trusting relationship between learners and the teacher. Moreover, participants in the study involve passion in the process of teaching and learning by communicating such passion as well as involving content knowledge in a holistic process of learning. Finally, teachers in the study elicit active critical learning in their classrooms. Teachers position students and themselves as active co-learners and continuously challenge their current knowledge through dialogues.

By examining beliefs and practices of award winning and/or highly regarded teachers in higher education, we conceptualize the pedagogy of involvement on the basis of transformative teaching and learning. Findings of this study suggest the pedagogy of involvement as a compelling approach to practice the theory of transformative teaching and learning in higher education.

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Rubrics: Do They Promote Learning?

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Abstract
The purpose of this research was to explore the question of whether providing a rubric improves student's performance. The researcher used two sections of an undergraduate course to compare performance on two assignments; one that was accompanied by a fully developed rubric and one that had only a scoring guide. Results indicated no difference on one of the assignments; but on the second assignment, students who were given a rubric earned, on average, a significantly higher score than students who were given a scoring guide.

Proposal

Advocates of rubrics have documented many advantages to using a rubric to evaluate student work, in both P-12 and post-secondary settings. For instructors, the process of developing a rubric helps the professor clarify the learning outcomes to be addressed by the assignment (Andrade, 2005) and helps ensure the assignment is evaluated on criteria closely related to those learning outcomes. Using a rubric to grade students products also can enhance fairness in grading, as all students are graded according to the same criteria, providing a layer of protection against the possibility of bias and making grading more objective (Diab & Balaa, 2011; Reddy & Andrade, 2010). When students are provided with the rubric in advance, they are able to target their products to better match their instructor's expectations (Peat, 2006). When a rubric is used, students are more likely to receive feedback that aligns with the stated learning outcomes of the course (Stevens & Levi, 2005). Such feedback should enable students to see more precisely where they need to grow.

To explore the question of whether providing a rubric improves student's performance, students in two sections of an undergraduate course in classroom assessment were invited to participate in research, by granting permission for their scores on two assignments to be used as research data. The researcher selected two assignments: creation of a performance assessment, and creation of a written-response assessment, to use as data sources. For each of these assignments, a task-specific analytic rubric was developed with language describing three levels of performance: excellent, good, acceptable. A scoring guide was also developed for each assignment. The scoring guide consisted of a written description of expectations that was identical to the highest level of the rubric but did not include description of lower levels of performance. In section A, the performance assessment was evaluated using the rubric, and the written response assessment was evaluated using the scoring guide. In section B, the performance assessment was evaluated using the scoring guide and the written response assessment was evaluated using the rubric.

On both assignments, students who had received the rubric, earned, on average, a higher score than those who received the scoring guide, but on the performance assessment assignment this difference was not statistically significant. On the written response assignment, students who received a rubric scored significantly higher than those who received a scoring guide, t (1) = 3.67. These data provide limited evidence that using a rubric may enhance student performance. However, this study had a very small sample size, and needs to be replicated with larger samples and in a variety of courses. Additional data is being collected on courses taught in the fall of 2015 to expand this research. Other researchers are encouraged to replicate this study in their own courses, to build a body of research to address this question.

Certainly, it is important for instructors to communicate their expectations regarding an assignment, but the process of developing a good rubric takes a significant amount of time. Using a scoring guide that describes only the highest level of performance many be sufficient to communicate the instructor's expectations, enable students to self-evaluate their work, and promote all of the advantages listed above. If the use of rubrics actually does have a positive effect on students' performance, over and above the use of a scoring guide, then the time invested in developing a rubric is well-spent. If, on the other hand, there is no advantage, in terms of improved student performance, in using a rubric, then it may be better advised for instructors to only provide a scoring guide. In this age of data-driven accountability for learning, it is important to examine the question of whether using a rubric has an impact on student performance.

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Using Feedback To Promote Growth Mindset

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Abstract
Useful feedback promotes learning. Non-judgmental, factual feedback, as opposed to guidance or praise, helps students develop skills of self-evaluation, higher level thinking and self-improvement. These are characteristics of a growth mindset.

Proposal Objectives
The purpose of this session is to develop understanding of the characteristics of feedback that support students learning and help to develop a growth mindset in students. We all want our students to make use of the feedback we provide; but the nature of our comments may sometimes make the feedback we give counterproductive. Factual feedback can help students to see where improvements are needed, and simultaneously build their belief in their own ability to improve.

Audience
This session will be most directly of interest to faculty who evaluate students work, or to those who have supervisory responsibilities. It may also be of interest to faculty development personnel.

Activities
1. Participants will compare & contrast three types of responses to students' performance: praise, guidance and factual evidence.
2. Participants will collaboratively evaluate a student writing product and practice giving feedback that is factual, non-judgmental and helpful for student improvement.
3. Participants will discuss the implied messages that accompany praise or guidance.
4. Participants will collaboratively evaluate examples of feedback for effectiveness in promoting students growth mindset.

Description
According to a classic text by Grant Wiggins (1998), feedback is not the same thing as praise or judgment. Feedback is factual, non-judgmental, and helps the student to see where improvement is needed. It does not dictate the student's next steps. Instead, students are encouraged to use their own higher level thinking skills to consider how to go about making improvements. This approach communicates a growth mindset (Dweck, 2006), as it carries an implied message of the teacher's expectation for student success.

Growth mindset is based on an incremental view of intelligence, as opposed to a fixed mindset (Dweck, 2006). If intelligence is set at birth, and not amenable to change, then effective

teaching might be thought of as sorting out those more able from those less able. If, on the other hand, intelligence can grow, then effective teaching is more appropriately thought of as helping each student to achieve their highest potential. Students who have developed a growth mindset are more likely to persist when they encounter challenges (Aditomo, 2015; Hochanadel & Finamore, 2015).

According to Hall (2013), feedback plays an important role in developing a growth mindset. Feedback that implies a fixed mindset discourages; whereas feedback that implies a growth mindset encourages.
Feedback that is useful to students is timely, accurate and constructive. Feedback should help students develop clear understanding of what their goals are, the processes they are using to attain their goals, and what should be the next steps toward achieving their goals (Hattie, & Frey, 2016).

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Superman Vs The Hulk: Dynamic Learning Activities Part 2

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Abstract
This session seeks to build upon the dynamic learning activity presentation from the previous conference wherein participants learned about and engaged in a dialogic argumentation strategy. From a transformation theoretical perspective, it is not simply enough to create cognitive dissonance (i.e., dialogic argumentation); adult learners need the opportunity to critically reflect on their and other's assumptions. As such, the intent of this interactive teaching session is to provide steps for incorporating the DEAL Model for Critical Reflection within your courses.

Proposal Objectives
1. Briefly review dialogic argumentation,
2. Learn how transformation theory applies to adult learners, and
3. Understand the process for critical reflection and how it can be incorporated into assignments.

Audience
This presentation is intended for those who teach in a traditional, face-to-face setting at an institution of higher education and who wish to expand their pedagogical repertoire to incorporate dynamic learning activities.

Activities
This presentation will include the following activities:
1. Review dialogic argumentation and the results from the previous year's session.
2. Discuss transformation theory and how it has been directly applied in prior research.
3. Complete the DEAL Model for critical reflection.

Description
We know that interactions among students positively impacts student understanding and performance, and that university administrators are placing more emphasis on the integration of knowledge, skills, and application through applied learning experiences (Hart Research Associates, 2016). Dialogic argumentation (Ferretti & Lewis, 2013) and critical reflection (Ash & Clayton, 2009) are two strategies for engaging students in applied learning experiences. Dialogic argumentation provides opportunities for students to gain access to alternative perspectives (Newell, Beach, Smith, & VanDerHeide, 2011) in a natural process (Ferretti &

Lewis, 2013). The last step in the argumentation strategy is to write essays on their opinion using what they have learned from the debate to support their point of view and address the alternative point of view(p. 120). Results from prior research on essay writing after dialogic argumentation suggests students are more likely to include evidence to support their claims (Kuhn & Moore, 2015); however, it takes time (i.e., more than one year) to develop (Kuhn & Crowell, 2011). Critical reflection may be one way to improve the written component of dialogic argumentation. From a transformation theory perspective, critical reflection should provide students with the opportunity to transform assumptions and views (Kiely, 2005l Mezirow, 2000). Critical reflection will help [students] generate, deepen, and document learning(Ash, Clayton, & Moses, 2009, p. 2-1); it is the process by which one critically examines assumed knowledge compared to evidence.

We know from recent events in society (e.g., political debates, etc.), that individuals have not been able to critically reflect on multiple perspectives (Felton & Kuhn, 2001; Kuhn & Moore, 2015). Attendance at this session will provide you the opportunity to (a) briefly review dialogic argumentation; (b) learn how transformation theory applies to adult learners; (c) understand the process for critical reflection and how it can be incorporated into assignments; and (d) resolve the unfinished debate between which superhero is better.

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Stories Worth Telling: Bringing Documentary Filmmaking Into The College Classroom

Kristine Macomber
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Abstract
Giving students opportunities to develop in-demand skills like multi-media production is critical. Multimedia projects, like documentary films, can also help students achieve the learning goals in your courses. Instructors from diverse disciplines are interested in documentary film projects yet are intimidated by their lack of technical film experience. In this presentation, we describe our approach to integrating documentary filmmaking into the college classroom. We identify successes and challenges, including how to balance course content with technical filmmaking skills. We end by outlining how documentary film projects facilitate deep learning by strengthening student connection to course content.

Proposal Objectives
During this presentation, participants will:
1. Identify how documentary film projects encourage development of students critical thinking, collaborative and media literacy skills, among others.
2. Practice integrating a documentary film project within their course design.
3. Identify possible film topics for the class and local film subjects
4. Identify resources, whether on campus, off-campus or on the internet, to assist instructors who want to assign documentary film projects.

Audience
This presentation will be beneficial to faculty who are interested in developing documentary film assignments as a way to meet course objectives while engaging students in active learning.

Activities
This presentation will include the following activities:
1. Facilitated discussion about how documentary filmmaking meets several course objectives
2. Breakout sessions to allow participants to brainstorm and identify how they can integrate documentary filmmaking into one of their courses.
3. Activities designed to connect participants teaching goals with specific aspects of documentary film projects
4. Practice integrating both flipped and traditional in-class sessions on the filmmaking process with a course's content sessions

The session will also screen 1-2 short documentary films from our course and highlight how the films met course objectives (5-10 minute documentaries)

Description

It is becoming more common for academic assignments to include types of video production, specifically documentary film projects. These assignments require instructional support to successfully implement them, in addition to the necessary technical support for students and faculty. Students access to video cameras on their cellphones and low/no cost video editing software don't guarantee that they will produce quality products, just as access to Microsoft Word doesn't help one become a good writer. Poorly produced class products proliferate on YouTube and other video sharing sites. In addition to the telltale signs of amateur productions like poor audio and shaky camera work, these videos typically do not advance knowledge of their topic, lack structure and coherence, and do not meet broadly accepted standards for use of copyrighted content in educational multimedia projects.

Part of the mission of colleges and universities is to prepare students to meet the new challenges and demands they will regularly face throughout their lives. Some of these challenges that will face students include communicating in a multimedia world, critically evaluating the deluge of digital media they consume and creating multimedia products in their discipline.

In addition to adding video production skills to their repertoire, documentary film production engages students in opportunities to leverage their research, knowledge, and skills gained in a discipline. Documentary productions require many skills not always apparent to non-practitioners of the form, including research, writing, critical thinking, creative problem solving, effective communication and collaboration. In fact, faculty who have implemented and students who have completed film projects commonly comment that these types of projects are in fact more rigorous than more common writing projects such as term papers. Finally, a substantial benefit of documentary productions is how they offer students and faculty significant opportunities to engage in dialog with subject matter experts and other interested individuals off-campus, along with alignment with many institutions commitment to experiential education and community-based learning.

So how do you do all of this? Come to this session and find out. In this session, we will engage you in activities designed to show you how to implement a program like this.

Creating Synergy: Aligning Core Values with Teaching, Research & Service to Maximize Productivity & Satisfaction.

Bradford Mallory
University of Cincinnati Blue Ash College

S. Elisabeth Faller
University of Cincinnati

Abstract
Are you a newer faculty member trying to navigate the nuances of the academia? Or more experienced looking to rekindle your passion for your professional activities? Perhaps you are looking to create a harmonious work-life balance. If any of these apply, this presentation is for you. In this session, participants will develop a strategy to enhance teaching effectiveness by assessing the current state of their productivity and job satisfaction, identify core values to guide and inform teaching, research, service and personal activities, and develop a plan to use available systems of support to create synergy between personal and professional expectations.

Proposal Objectives
During this session, participants will:

1. Engage in self-reflective activities to express the ideal alignment of their core values and purpose with effective teaching and other professional activities.
2. Learn about and review systems of support that can bring synergy between personal and professional expectations to enhance productivity and job satisfaction.
3. Leave the session with a plan to utilize systems of support to align core values with life expectation to enhance job satisfaction and create more effective work-life balance.

Audience
This presentation will be advantageous for new and experienced faculty who wish to enhance their teaching effectiveness by developing strategies for aligning core values with personal and professional practices. This session will also benefit faculty, staff or administrators who support professional development activities in higher education.

Activities
This session will include the following activities:

1. Completion an assessment to determine current level or productivity, job satisfaction and effectiveness.
2. Identifying and articulating core values that ideally guide teaching, research, service and personal activities.
3. Discussing available strategies and systems of support to assist with creating synergy between core values and life expectations.

4. Developing a plan to utilize identified systems of support to bring alignment of core values with personal and professional activities.

Description

Higher education has long recognized that faculty satisfaction, well-being, and quality of life impact students learning. For example, Hubbard, Atkins, and Brinko (1998) argued that personal, professional, and organizational well-being are so intertwined that focusing on instructional strategies is necessary but not sufficient to improve student learning on a broad scale. But how can we better integrate our personal and professional lives to improve our job satisfaction and best serve our students? Recently, Robison (2013) suggested that one key to doing this is to identify our most deeply held values and make sure our activities and use of time are aligned with these values. During this session, we will jointly explore a process for doing just that. First, we will take a brief assessment developed by Robison (2013) to benchmark our current productivity and satisfaction. Next, we will use a reflection process adapted from the work of Stevens, Brydon-Miller, and Raider-Roth (2016) to identify our most deeply held core values which should be at the center of all that we do personally and professionally. We will then review tools and support systems that can help meet the many needs of faculty who usually need a network of supports rather than a single mentor (Roquemore, n.d.). Finally, we will create individualized plans to better align our personal and professional commitments with our core values using the tools and support systems discussed earlier in the session.

Such a values-based plan will be useful to new faculty, who often make the mistake of working hard but without clear plans for how to achieve their long-term goals (Boice, 2000). However, this lens is also helpful for mid-career and seasoned faculty who are looking for a way to rekindle their interest in teaching and increase their job satisfaction.

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Critical Race Consciousness: Bridging Gaps in College Classrooms

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Abstract
Promoting Critical Race Consciousness (CRC) in college classrooms today requires a degree of personal awareness on the parts of students and faculty. This interactive session will center on specific activities that may be incorporated into college level classrooms to effectively open the door to sensitive topics related to race and culture. One activity in particular is based on a small research project utilized in a Diversity class to Promote Critical Race Consciousness in Teacher Preparation Programs. Attendees will be invited to participate in activities and then to share their own undertakings to promote CRC in their classrooms.

Proposal
Grounded in Carter's (2008) pedagogical terminology, critical race consciousness (CRC) may be defined as someone's critical awareness of institutional and historical power struggles that exist between blacks and whites in American society. Among these challenges include racial, cultural, ethnic, and linguistic gaps between Caucasian students and students of color (Gay & Howard, 2000). In the field of education, these power struggles take the form of standard textbooks about philosophy, political science, history, and education rarely mention[ing] White supremacy, color-blind race neutrality, or the omnipresence of racial oppression ((Taylor, 2009, p. 4). In the college classroom, such omissions often lead to an elephant in the room, so to speak, one that frequently creates racial and cultural tensions, or else leaves students with feelings of otherness, rather than inclusiveness. When instructors incorporate information alone that counteracts the given historical perspectives or even provides terms and definitions related to CRC, students do not engage personally with the information. Gay's (2003) review of social studies teacher education textbooks found that many books addressed race and racism in such a way that students are personally removed from the occurrence of events, [which makes it] harder for them to get deeply and emotionally invested in the issues (p. 140). According to Evans-Winters (2011), ,becom[ing] responsive to racism [creates] transformative intellectuals [who] feel obligated to speak out and against notions of race and racism (p.165). A study conducted by Perrotta and Mattson, 2016, using counterstories followed by reflection, illustrate how such activities may stimulate students' awareness and serve as agents of change in a non-threatening environment. By engaging students in activities, assignments, and a pedagogy that personally involve them in ways that promote CRC, college level instructors may open the door to an awareness of CRC, leading to possible social change.

In this session, attendees will engage in a series of interactive, fun activities that may be used as beginning experiences for instructors to sedge way into discussions pertaining to CRC in their own classrooms. A brief overview of the topic will be included following an opening activity.

Whole group brainstorming of other ideas to bring awareness, open the door to conversation, and provide agency for change, will conclude the session.

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Using Student Perceptions Of Learning To Inform Online Course Redesign

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Abstract
We will present the results of undergraduate students surveys regarding their experiences in an online class required for their major. We use a qualitative content analysis of open-ended questions to ask students about their experiences completing the assignments in the course and to assess whether or not the online materials motivated students to use supplemental resources made available in person to enhance their learning. We will demonstrate how the student feedback is being used to better inform the design of online course materials, and we will provide electronic access to the course for participants to explore the online design.

Proposal Objectives
By exploring our work during the poster session, audience members will:

1. Observe and critique a method for assessing students learning experiences in online courses,
2. Explore how online pedagogy is purposefully crafted toward the attainment of specific learning objectives, and
3. Engage in reflective thinking about how their instructional technology decisions impact learning effectiveness in online courses.

Audience
This presentation is primarily intended for faculty, faculty professional development practitioners, instructional technologists, and a general ISETL audience who is interested in innovations with instructional technology and effectiveness of online education.

Activities

We will present the results of undergraduate students surveys regarding their experiences in an online class required for their major. We will demonstrate how the student feedback is being used to better inform the design of online course materials. To encourage interaction with our audience, along with the poster, a laptop will be available for participants to experience and explore the design of the course as it appears on the California State University Long Beach LMS (Learning Management System).

Description of Study

The number of students enrolled in online courses has increased dramatically in the past decade. Friedman (2016) reports approximately 5.8 million students in 2014 were enrolled in online courses, as compared to 3.2 million in 2004. While the growing universality of computer and Internet access has increased the demand for online courses, the challenge for instructional designers is to ensure that the effectiveness of the course materials can withstand the physical distance between the teacher and learner. This concern is garnering more and more empirical attention in recent years. One summary of such research is presented by Sun and Chen (2016) who used a qualitative content analysis approach of 47 published studies to identify practical suggestions to enhance the efficacy online instruction.

Online courses represent only one type of distance learning. Distance learning encompasses any situation where instructors and students have a physical distance between them, and a variety of technological inventions (e.g., videos, emails, instant messaging, proprietary learning management systems) are used to mitigate the separation between them (Perraton, 1988). While technology replaces the typical face-to-face communication that is integral to traditional (classroom-based) courses, the use of technology in and of itself does not guarantee effectiveness. Just as within the classroom setting, the design of course materials are a critical key to their effectiveness. When instructors develop courses for online delivery, decisions about course material design must be contextualized within the technologically based mode of delivery. Many decisions specific to the realm of technology must be navigated successfully, starting with how an instructor sets the range of technology used for a course, from simply having the syllabus on a webpage to providing all materials needed for the course (Beller & Or, 2003).

While the design of the course materials, as well as the technology used to deliver them, is determined by the instructor, the when, where, and how regarding the use of the technology is determined by the students. This role of the students in the delivery of the online instruction is referred to as learner-driven learning(Weiss, Schreuer, Jermias-Cohenb, & Josmana, 2004). In a real sense, the students drive the learning process with their decisions about how to interact with the technology. The instructor, then, becomes a moderator, providing the necessary materials for the success of the student, while the student then decides how to use the materials given by the instructor to better help their learning process. Although different than traditional face-to-face instruction, data suggest distance learning can be equally effective.

However, the effectiveness of distance learning is determined by the method and technology used, how often the student and instructor interact, and how fast the feedback between instructor and student is (Weiss et al., 2004). Although these factors are important, there are other factors that play a role in the effectiveness of distance learning. According to Alshare, Freeze, Lane, and Wen (2011), students should focus on the information that is relevant, sufficient, timely, precise, up-to-date, and easy to understand, while instructors should focus on the design of the content to best suit their course learning goals.

The present study consists of a qualitative content analysis of student feedback, which investigates their perceptions of learning in an online course. All psychology majors at California State University Long Beach are required to take PSY 301 (Psychology as a Discipline and Profession), which is only offered online. The course asks students to explore their futures as professionals in a workforce, and extensive information regarding careers (with either a Psychology BA or with graduate school training) is provided. While the course content is delivered online through CSULB's proprietary LMS (Learning Management System), there are many face-to-face resources available for students to supplement their career and graduate school exploration, should they decide to use them. In particular, psychology majors have access to PRO (the Psychology Resource Office), which is a suite of rooms dedicated to learning about careers and graduate schools. PRO is manned by advanced undergraduate psychology majors who are trained about the resources and who can provide one-on-one consulting for students interested in exploring their futures.

Two of our goals of the current study were: 1) to profile students overall perceptions of the course materials presented online, and 2) to reveal whether the online course materials encourage students to visit PRO. Regarding this second goal, while a passing grade can be obtained in PSY 301 without visiting PRO, students often report anecdotally that taking advantage of the in-person resources in PRO enhances their learning and personal exploration of their future professional lives.

Current data consist of student responses to four open-ended questions asked regarding resources provides by the PSY 301 instructors, as well as feedback on course projects/assignments. These questions were designed to elicit feedback from students on what works well in the course and what needs to be improved.

A total of 466 students provided course feedback over the span of two semesters, Spring and Fall 2016. Three questions related to the online course materials. For this course, there are 30 mandatory assignments, and 16 extra credit assignments, with all necessary documents including instructions, templates, and samples provided online. One question asked participants to report their experience in completing the major project for the course. The major project is the signature, cumulative assignment of the course and is completed over several weeks of the course. Students have the option of one of two major projects: The Job with a BA Project requires them to explore possible careers for BA degree holders and prepare

the materials they would need to apply for such jobs. The Grad School Project requires students interested in pursuing an advanced degree (e.g., MA, MFT, PhD) to identify potential graduate programs, assess their own competitiveness for entry, and develop application materials. In total, 58.6% (n = 273) reported completing the Jobs with a BA Project, while 38% (n = 177) completed the Graduate School Project. Given that students could use more than one descriptor, a total of 604 responses were computed to capture students perceptions of the major project; in summary, 70.9% (428 students) called the major project helpful,15.9% (n = 96) said time consuming,3.6% (n = 22) said overwhelming,1.2% (n = 7) said challenging, and 6.1% (n = 37) reported the project as tedious.

Another question asked participants to identify the online assignment they thought was the most helpful. The most frequent answer to this question was the Transcript Analysis Assignment, selected by 30.7% (n = 147). For this assignment, students learn how to read an academic transcript to assess how a future employer or member of a graduate school admissions committee would view their transcript.

Another question asked students to report which assignment they thought was the most difficult. The most frequent response to this question was our Academic/Career Planning Assignment (selected by 27.4%, n = 129). This assignment requires students to identify all the courses they plan to take in the major and identify what each course will provide in terms of preparation for their first job or graduate school studies. One of our current challenges is to address students perceptions of difficulty, while maintaining the learning goals of the assignment.

One final question probed if and how extensively students used PRO. Of the 466 students in our sample, 75.3% (n = 351) visited PRO. Of the 351, 310 students agreed that changes should be made to PRO to better serve the online course. Students could mention more than one change; therefore, our total number of unique responses was 503. Suggested changes could largely be sorted into the following categories: offering extended hours, expanding the number of resources, expanding the size of the PRO suite, greater advertising of PRO, updating resources, make visiting PRO mandatory, increasing the number of PRO assistants, and allowing students to borrow books from PRO.

While not all of the students perceptions can be translated into feasible changes (e.g., expanding the size of the PRO suite), we would like to discuss a few of the emerging themes that the feedback revealed. The finding that most students in our online course visited PRO is consistent with the notion that students do like having some face-to-face interaction, even with an online course. However, to maximize the impact PRO has to supplement their online learning, key changes may be necessary according to the student feedback obtained here. Many of the students suggested extending PRO's open hours. While we have limits on our personnel, we have begun an analysis of our usage with regard to when students tend to arrive

at PRO, and we may try to adapt our hours to best suit high-volume times.

One of the extra credit assignments for the course is to take a personalized tour of PRO and its resources. Students overwhelmingly suggested making the PRO tour extra credit mandatory. Most students did not know about PRO before this course. Given this, after the PRO tour, they felt more at ease going into PRO. The career/graduate school exploration resources at PRO are helpful beyond this online course, and it would be of use to learn what PRO provides to all our majors. It has been particularly illuminating (surprising?) to our thinking to find that students in an online course are requesting that an in-person assignment become required.

One suggested change that also stood out was that PRO needed to market itself better as a key resource available for majors. Often, they thanked the online course for introducing PRO to them, because they were impressed at the help they could receive to explore careers and seek help with graduate school applications. While we repeatedly encourage and remind students online about the value of PRO, apparently nothing is as powerful as a quick visit to PRO to see it in person.

Overall, feedback from students can help in improving the resources and content that instructors provide. The current data show the importance of student feedback in online courses with regard to both the design of course materials and to encourage the use of supplemental resources. To help in the effectiveness of distance learning, we must understand the students interactions with the instructional technology we use (see Sun & Chen, 2016) and its power (or lack thereof) to facilitate learning.

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Education and The Student with Chronic Pain

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Abstract
The overwhelming majority of college students are a picture of youth and vitality. Not all of our students live in that world, some, are plagued by chronic pain in the form of migraines, fibromyalgia or other chronic pain disorders which can have a devastating impact upon learning. Chronic pain is not simply a physical manifestation of an underlying disorder, it affects mind, body and spirit. It is critical to understand how chronic pain holistically affects students and to develop strategies to support self-care, self-awareness and improve retention for this population of student.

Proposal Objectives
Participants will:
1. Differentiate between acute and chronic pain.
2. Understand how chronic pain can adversely affect learning.
3. Determine how to identify a student who experiences chronic pain and what can you do to support them.
4. Identify elements within your own courses which can be adapted to support students with documented chronic pain disorders.

Audience
This presentation will benefit faculty and administrators in understanding the needs of students with chronic pain disorders and implementing strategies to better serve this growing population of student.
Activities:
1. Reflection upon previous experience with students with a chronic pain issue. What were the limitations, how was it handled and was it effective?
2. Recognition of assignments in your coursework which may be especially challenging for students with chronic pain.
3. Develop adaptations or alternative assignments to support chronic pain students using strategies offered within the presentation.

Description
According to the National Health Interview Survey (NHIS) in 2012, approximately 25 million American adults suffer from some form of chronic pain. The statistics are less clear for the juvenile population, however, Reid, Simmonds, Verrier & Dick (2016) report that chronic pain in children and adolescents is a significant source of absenteeism and poor academic performance. This is further supported by Palermo (2000), who reinforces the role of frequent and chronic pain in student performance. Chronic pain has a significant impact holistically on

the student, from overall stamina, ability to focus, to processing ability. Co-morbidities to chronic pain include chronic fatigue, depression, anxiety and a host of other issues which can adversely impact the ability for a student to effectively learn.

Pain is not strictly physical, it can be psychoemotional as well, and with an increased number of veterans and immigrants, it is crucial to recognize their lived experiences in order to provide the best possible support and instruction. There are a number of tools and techniques which can be used in working with students in chronic pain to help them succeed in their coursework. This presentation is designed to present the dilemma of the chronic pain student and provide an instructional framework for faculty to best support students living with chronic pain.

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Accessibility Learning Curve: Accessibility Beyond Accommodation.

Taylor Moore
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Abstract
Accessibility can be a tangled puzzle for many individuals when trying to create accessible materials; especially when trying to do it retroactively. Out of this fear and frustration often comes the thought, "why can't I just wait to make the accommodation." In this presentation we will explore one document, created as part of accessibility training to be offered on our campus. We will explore the inherent inaccessibilities of the document design, the process needed to make the document accessible, some solutions that were found, and how this impacted the way we view Accessibility Beyond Accommodation.

Proposal
During this presentation, participants will:
Explore the process of retroactively making documents accessible,
Identify the potential barriers that come with making documents accessible after-the-fact, and
Discuss the benefits of creating documents with accessibility in mind from the start.

Audience
This presentation will be beneficial for all members of a higher education or k-12 system that are impacted by accessibility.

Activities
This presentation will include the following activities:

1. Self-reflection and small group discussion of common accessibility problems encountered in PDF and Word documents
2. Simulations of different barriers encountered when making a document accessible
3. Small and large group discussion of best solutions found for making accessible documents
4. Large group discussion of best practices to get stakeholder buy-in for accessibility and accessibility training

Description
As many have seen in the last couple of years, accessibility has become a key element of instructional design and delivery, often getting national news as university after university makes headlines for accessibility compliance problems. In an effort to adhere to federal accessibility guidelines and regulations, WSU has committed to making changes towards accessibility. We recognized that in order to achieve these changes, training was needed, and we endeavored to accomplish this through the training of all stakeholders in how to design and assess their materials for accessibility. However, as we soon discovered, this was easier said

than done.

This presentation will demonstrate some barriers and challenges we encountered in creating, designing, and implementing accessible materials--both in our own courses and including some difficulties and inaccessibilities we found in our accessibility training materials. Additionally, we will explore the processes we underwent to retroactively change documents for accessibility purposes, what technical strategies and insights we attained from the process, the solutions we found, and the lessons we learned from this challenge as a whole. We will also spend some time discussing, in small and large groups, similar situations that others may have encountered in their own organizations and what solutions and/or lessons they discovered. Finally, we will discuss the changes we have made to our trainings as a result of the Accessibility Learning Curve: Accessibility Beyond Accommodation.

Novice No More: What Newbies Need To Know

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Abstract
Starting any new job comes with its own set of fears, anxieties, and questions. Teaching and instructional design are no exception. As an adjunct professor, I questioned if my teaching methods were up to snuff and if I was really qualified to teach others. As a newly hired instructional designer, I wondered what models to use and how to best exhibit confidence in what I was doing. No longer a newbie in the field of instructional design or teaching, this interactive session is designed to discuss some of those same topics, challenges, and question I wish I had answers to as I first started out.

Proposal
During this presentation, participants will:
1. Identify common questions novices have in the fields of teaching and instructional design
2. Identify the potential answers/solutions to those questions, and
3. Discuss techniques and strategies for recognizing other questions, fears, and/or anxieties that novices may encounter

Audience
This presentation will be beneficial for all novice instructors and instructional designers, as well as managers and supervisors for novice instructors and instructional designers

Activities
This presentation will include the following activities:
1. Self-reflection and small group discussion of common questions they had when they first started working as instructors and instructional designers (ID),
2. List, as a large group, common questions and fears of “newbie” teachers and IDs; and
3. Summation of answers to the questions/fears discussed in groups

Description
Starting a new job is filled with anxiety, questions, and fears. Individuals feel anxiety over information they do not know yet, over strategy effectiveness, how to establish authority...and more. Evidence suggests that individuals often experience the feelings of being an impostor. This is known as impostor syndrome. I am no stranger to these feelings, but what I did not know was that others experience those same feelings and thoughts.

This interactive session is designed to open the conversation to some of the questions and challenges experienced by novices in the fields of teaching and instructional design. By analyzing these issues and exploring their answers/solutions, the session intends to provide

beneficial information to current novices and strategies for administrative-level individuals to share with new employees under their supervision. Using personal examples and experiences for demonstrative purposes, Novice No More: What Newbies Need to Know explores elements of teaching and instructional design key to gaining stable footing in these fields.

Wtf!? Breaking Taboos In The Classroom

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Abstract
Faculty and students alike often shy away from engaging in discussion about taboo or controversial topics in the classroom. Many fields, however, require professionals to be well-versed in such areas and comfortable with discussing a wide range of taboo topics. This is notably present in areas of study including the arts, writing, human services, psychology, journalism, and allied health fields. It is our responsibility as educators to prepare our students as best we can to engage with all aspects of their chosen fields, regardless of societal comfort with topics such as sex, religion, racism, sexism, and coarse language, to name a few. This presentation will lead by example and provide strategies for meaningfully and (mostly) appropriately engaging students in these areas.

Proposal Objectives
During this presentation, participants will:
1. Reflect on their own opinions on what is taboo or appropriate/inappropriate for the classroom
2. Evaluate how their own values on taboo topics affect their willingness to engage in classroom discussion about important issues
3. Practice engaging in taboo interactions in a safe environment
4. Share experiences of breaking taboos in their own classrooms
5. Consider how to break taboos with intentionality in their own classrooms

Audience
This interactive teaching session benefits faculty who teach a variety of courses in a variety of disciplines in courses of any size.

Activities
This presentation will include the following activities:
1. Facilitated discussion of what is taboo for participants based on personal values, field of study, and institutional nuances.
2. Discussion of the concept of intentionality (choosing a particular strategy to achieve a certain goal) as it relates to breaking taboos.
3. Successful examples of intentionally breaking taboos from the presenters courses
4. Practice in breaking taboos (some planned by the presenters, others in response to those identified by the participants) in a non-judgmental environment.
5. Reflection of benefits and challenges to intentionally breaking taboos in participants own courses.

Description

One of the key roles of educators is to encourage critical thought about and discussion of the critical issues of our time (Jakubowski, 2001; Schneider, 2013). Many of these issues are emotionally and politically loaded and have thus been societally labeled as taboo. For the purposes of this presentation, we will consider two types of taboo content - taboo words or phrases and taboo subjects.

The idea that certain words are implicitly harmful and should be forbidden is consistent through human history (Jay, 2009). While which words are taboo, and how bad they are varies over history, another point that remains consistent is that people use taboo words for various purposes. These purposes include emphasis, humor, intensity, attention seeking, and others (Generous, Frei, & Houser, 2015; Jay 2009). Simultaneously, by virtue of being taboo - use of certain words or phrases by people in positions of power or influence is often seen as inappropriate or unprofessional (Generous et al., 2015). At the same time, students with career goals that involve interacting with and/or understanding people's unique experiences and suffering will need to be able to hear taboo words and respond to them while maintaining their composure. As educators, we need to be able to help students develop comfort with the taboo, which may require us to become more comfortable as well. For example, the first author of this presentation recently attended a full-day workshop on sex therapy and sexuality during which only one reproductive organ was appropriately named aloud. Inability (or refusal) to use correct or slang labels for body parts with clients may increase a person's sense of shame regarding their body or sexuality, which is antithetical to the point of sex education or therapy (Murray, Pope, & Willis, 2017; Risen, 2010). Researchers have found some positives of using taboo words. Jay (2009) states that use of taboo language increases a sense of social harmony and cohesion in groups, allows for social commentary, and allows for appropriately detailed discussion of sex. Generous and colleagues (2015) found that professors who swear in class get positive responses when they use taboo language to emphasize or elaborate on course content, accommodate student language, or to be humorous.

A review of literature focusing on teaching taboo topics yields some common themes regarding what is considered taboo: issues relating to sex and sexuality, politics, and racism/multiculturalism (Jakubowski, 2001; Lusk & Weinberg, 1994). Authors give several explanations as to why controversial discussions do not happen in university classrooms. These include, but are not limited to, discomfort with subject material (Jakubowski, 2001) and fears regarding reappointment or tenure & promotion due to disapproval from colleagues & supervisors (Ceci, Williams, & Mueller-Jonson, 2006) or due to student evaluations (Schneider, 2013). Students may also refuse to engage in taboo discussion for fear of judgment by the instructor or their own discomfort (Jakubowski, 2001; Lusk & Weinberg, 1994). Once again, in the interest of promoting critical thinking about issues relevant to our times, we as educators are encouraged to be brave and to engage with our students around controversial topics that relate to our field (Jakubowski, 2001). Jakubowski (2001) suggests three-step method for

respectfully and successfully discussing taboo topics: Articulation of Experience, Codification (ties to lived experiences), and Deocidification (critical thought/discussion).

This presentation will address issues surrounding classroom taboos and encourage attendees to break taboos with intentionality. From the counseling literature, intentionality is the idea that one can draw on specific skills or strategies to achieve an intended goal - in this case, education of students (Ivey, Ivey, & Zalaquett, 2016). The session will begin with a discussion of what is and is not taboo and how it got that way. Presenters will share examples of how they intentionally break taboos in their own classrooms and the effect that has on students. Finally, participants will be invited to share consider how they might intentionally break taboos in their own courses, and for what purpose.

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How Do Students Evaluate Pogil Activities In A Computer Programming Course?

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Abstract
POGIL (Process Oriented Guided Inquiry Learning) activities engage students in inquiry-based instruction of the course topics. Instead of passively listening to the instructor, students work together in groups on instructor designed guided sets of questions. While POGIL has been successfully used in Chemistry for many years, its usage in Computer Science and other fields is very recent. This presentation will discuss the POGIL pedagogy method and reasons for using it in a computer programming course and share student feedback on how POGIL helped their learning, engagement in the classroom and self-efficacy in computer programming.

Proposal Objectives
The presentation has three main objectives:
1. Discuss the theoretical framework of POGIL
2. Share student feedback about the POGIL activities
3. Provide POGIL activity experience for the audience

Audience
This presentation is intended for any faculty who wants to learn about POGIL and has an interest in using engaging teaching methods in their classroom.

Activities
A simple and short POGIL activity will be designed for the audience. Then the audience will fill out a short survey about their experience followed by a Q&A session. As a result of the participation, it is hoped that the audience will have a deeper understanding of POGIL and better appreciate the student feedback.

Summary
Students enrolled in introductory computer programming courses have difficulty in object-oriented programming (OOP). Many students are able to describe the basic object-oriented concepts but once -they move to writing the code, students get overwhelmed with the structure and syntax, and are unable to relate their conceptual understanding to the code [9]. As a result, students are unable to transfer OOP concepts to different contexts. POGIL could be a potential remedy. Instead of passively listening to the instructor, students work together in groups on instructor-designed guided sets of questions. The Learning Cycle is the basis for these guided questions that lead the students through a process of exploration, concept invention and then application of that concept to new situations [11]. This research-based pedagogy has been shown to be highly effective in high school and college chemistry courses across the country [7]. Recently, POGIL has been used in engineering [2], mathematics [1] and computer

science [4, 5, 6, 8, 10] courses. In [3], the author suggested Object-oriented knowledge must be actively constructed by learners, not passively transmitted by teachers which makes POGIL a great approach for teaching OOP programming.

This presentation is part of a larger study that will compare feedback and performance of students taught using POGIL activities with students taught using the lecture and lab format. This presentation will share the data collected from students taught using the POGIL activities. For the study, two OOP topics were under consideration. Students filled out a survey after completing the POGIL activity for each of those topics. At the end of the course, students filled out another survey where they gave free-form comments about POGIL and compared it to the lecture and lab format. In addition, this presentation will present the Learning Cycle used in designing the activity questions, and the process skills that students use and develop when completing the POGIL activities. At the end of the presentation, the audience will complete a short POGIL activity. It is hoped that the theoretical discussion, study results and participation will aid faculty in deciding if POGIL might be beneficial for students in their courses.

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Reducing Stress In An Educational Setting

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Abstract
There are countless numbers of studies suggesting college students are stressed. The reasons why students feel stressed are as varied as the number of students feeling stressed. Regardless of the reasons for stress, students which reach a critical level of stress typically suffer mental health issues which lead to poor academic success. This presentation suggests some simple, easy to use strategies that college instructors can employ to reduce student stress in their courses.

Proposal
Presentation objectives:
1. Share with participants the causes of stress for college students.
2. Share with participants some of the possible effects of stress on students.
3. Participants will learn and practice techniques they can use to reduce their student's stress.

Presentation audience
This presentation is intended for instructors, faculty, or anyone involved in teaching college/university students.

Presentation Activities
We will begin by reviewing what causes stress among college students today. Next, we will share why too much stress is a problem and how it can affect students. Finally, we will present a variety of strategies instructors can employ to help reduce student stress in their classrooms.

Description
Literature Review

Stress is a common part of life for many people. Nearly 18% of adults age 18 and older in the United States are affected by some sort of anxiety or stress disorder (Anxiety and Depression Association of America, n.d.). College students are part of that large number. In fact, the number of students feeling stress is increasing and is prevalent among students (Makenzie et al., 2011).

It seems college life carries a certain element of stress for many students. Robothom and Julian (2006) conducted a critical review of the literature on the causes of stress for higher education students. They reported multiple stressors for students. Some of these stressors were

examinations, time and financial demands, changes in sleeping and eating habits, new responsibilities and workload, meeting new people, career decisions, and parental pressures. Other high stressors for college students are post-graduation plans and pressure to succeed (Beiter et al., 2014).

The effects of stress can often be debilitating and harmful. Some negative side effects of stress are depression, lack of sleep (Doom & Haeffel, 2013) and other health issues. Additionally, some people deal with stress by smoking, not exercising, and eating less than healthy foods. Barrera and Norton (2009) found that stressed people report a worse quality of life than people without stress.

Cognitive psychology provides insights into several practical, research based strategies for reducing stress. (Martinez, 2012). These practices will be tied to the common sources of student stress and adapted for use in our classroom.

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How Do You Measure Inspiration? Preparing High Quality Teachers During The Crisis Of A National Teacher Shortage

Christine Remley
Lock Haven University

Abstract
This presentation will discuss the teacher shortage crisis and ways teacher preparation programs are struggling with a national decline in enrollments, the high employment need, various course delivery methods, accountability, and rigorous accreditation criteria.

We will discuss barriers to teacher certification including non-transferable licensure, course/credit requirements, expensive/extensive testing requirements, and limited recognition for real world experience. These barriers coupled with poor working conditions, ineffective mentoring, low pay, and high turnover, has contributed to a crisis in our schools.

Attendees will consider out of the box options and develop ideas that can recruit and inspire the next generation of teachers.

Proposal Objectives
During the presentation the participants will:
1. Discuss the main factors contributing to the nationwide teacher shortage
2. Address concerns about low teacher education enrollments in universities and other contributing factors related to teacher preparation.
3. Develop ideas to inform change at all levels of education to address the problem of the teacher shortage.

Audience
This presentation is appropriate for any faculty member who is a teacher educator, is part of an education program, or would like to learn more about this National Crisis.

Activities
The presenter will:
1. Offer a brief introduction, including research and recent statistics about the current state of the national teacher shortage.
2. Provide a variety of factors contributing to the current crisis.
3. Present the barriers to a solution, including issues at a local, state, and national level.
4. Facilitate brainstorming activities that can suggest out of the box ideas that will further the discussion to inspire young people to be great teachers.

Description

A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S. (Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D.) was published in September 2016 and clearly outlines the frustration faced by school districts nationwide. There is strong evidence of a current national teacher shortage that could worsen by 2017 -18 and it is projected that by 2020, an estimated 300,000 new teachers will be needed per year, and by 2025, that number will increase to 316,000 annually. The report indicates that the emerging teacher shortage is driven by four main factors:

A decline in teacher preparation enrollments,
District efforts to return to pre-recession pupil-teacher ratios,
Increasing student enrollment, and
High teacher attrition. (Sutcher, et al.)

This presentation will specifically focus on the first factor, a decline in teacher preparation enrollments and discuss the impact of teacher preparation and how schools and children are affected.

A study by the Alliance for Excellent Education noted that teacher attrition costs the United States up to $2.2 billion annually. This money could be better spent on infrastructure, teacher salaries, smaller class sizes, and increased programming. Newest statistics indicate that 40% of teachers are leaving the classroom in the first five years (Alliance for Excellent Education), although some studies challenge that number (Gray, Taie, & O'Rear). Studies often cite low pay for the reason teachers are leaving; however, most teachers didn't go into the profession expecting high pay. It is argued that teachers want respect, better working conditions, less classroom testing, and more common sense evaluations (Sutcher, et al.).

As educators, it is interesting to note that the top 25 percent of U.S. teachers already achieve a level of results that could enable all of our children to meet and exceed standards, such as graduating from high school ready for college and careers (Hassel & Hassel). Students with top-25-percent performing instructors mastered one third more material than a typical student would learn. Students with bottom-quartile teachers, by contrast, learned a third less than the typical amount. Put another way, students with the best teachers learned about 6 months more material than their peers with bottom-tier instructors (Hassel, et.al.). This teaching shortage will result in more children having under-prepared teachers more likely to fall in the bottom quartile.

This presentation investigates non-traditional methods of teacher preparation, stronger recruiting strategies, and innovative ways to prepare the top 25%. Participants will further explore ways that universities can partner with school districts, inform departments of education, and prepare the next generation of educators. If educators don't work hard to find ways to get the best and brightest into the classroom, it will have a damaging effect on all students, all disciplines, and the leaders of future generations. We have to acknowledge the

problem in an effort to find a solution - public education is desperately in need of a solution.

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Cultivating Trusting Partnerships for Increased Campus Inclusivity

William Reynolds
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Abstract
Campuses across the country are renewing their focus on diversity and inclusion in a wide range of areas (Gardner 2015), including pedagogy and curriculum (e.g., Brown 2016, Ginsberg and Wlodkowski 2009, Ortiz and Santos 2010). More than just a moral imperative, there is strong evidence that diverse and inclusive campuses foster faculty and student recruitment, retention, success, and satisfaction (e.g., Davies 2016, Laird 2014, Witham et al. 2015). Important yet overlooked components of fostering inclusive pedagogy and curriculum are partnership formation and deliberate trust-building activities between those who provide leadership for their colleagues interested in purposeful dialogue with peers and students about handling difficult issues or hot moments often related to diversity and inclusion in the classroom and campus wide (e.g., Okech and Kline 2005).

Proposal Description
Campuses across the country are renewing their focus on diversity and inclusion in a wide range of areas, including pedagogy and curriculum (e.g., Brown 2016, Ginsberg and Wlodkowski 2009, Ortiz and Santos 2010). More than just a moral imperative, there is strong evidence that diverse and inclusive campuses foster faculty and student recruitment, retention, success, and satisfaction (e.g., Davies 2016, Laird 2014, Witham et al. 2015). Important yet overlooked components of fostering inclusive pedagogy and curriculum are partnership formation and deliberate trust-building activities between those who provide leadership for their colleagues interested in purposeful dialogue with peers and students about handling difficult issues or hot moments often related to diversity and inclusion in the classroom and campus wide (e.g., Okech and Kline 2005). This roundtable session will model the process of building trust between leaders and stakeholders engaged in campus inclusivity efforts.

Objectives
Our session objectives include the following:

1. To uncover the mechanisms for establishing trust through explicit questioning of assumptions between those who initiate or lead campus conversations about inclusivity
2. To model the kinds of conversations that cultivate trust between partners
3. To demonstrate how cross-disciplinary approaches can be complimentary in leading campus conversations about inclusion (in our case, social work and sociology/gender studies)

4. To engage in conversation about the importance of inclusive teaching strategies, pedagogy, and curriculum

Audience

The audience for this roundtable is faculty committed to inclusive pedagogy and curricula as well as campus leaders (e.g., faculty development directors, department chairpersons, deans) who initiate or are responsible for campus diversity and inclusion efforts.

Activities

The discussion facilitators will:

1. Provide a brief introduction to the topic that will be explored in the session
2. Facilitate dialogue between participants using specific trust building questions
3. Discuss how these kinds of dialogues can be used to foster increased inclusivity, particularly as related to curriculum and pedagogy.

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Let's Get Engaged!

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Abstract
What's all the buzz about active learning and student centered classrooms? In this high energy and extremely interactive presentation, you will learn new and exciting ways to deliver instruction to maximize student engagement. You will learn through demonstrations on new technology and other materials, as well as hands-on activities, which are both enjoyable and easy to adapt to any class/topic.

Proposal Objectives
During the presentation, participants will:
1. Engage in hands-on activities with the materials provided by instructor.
2. Engage in websites/games on their phones.
3. Discover different ways to incorporate the enjoyable student engagement activities into their everyday teaching.

Audience
The intended audience is for those who currently teach, or for deans or department heads who are looking for new and refreshing faculty development ideas.

Activities
This presentation will include the following activities:
1. Participation in Kahoot, Plickers, and Poll Everywhere.
2. Discussion with other participants using the hands-on materials provided (hot seat, assessment tools, 10:2 method, remind101, QR codes, four corners, etc.).

Description
Current research reports that today's students require active learning experiences within the classroom to acquire knowledge. Students need more than just a power point presentation to learn new material, and teachers need to include different types of student engagement activities throughout their lessons. This professional development opportunity will encourage instructors to expand their current pedagogical skills and equip them with new and exciting ways to deliver instruction to maximize student engagement. Attendees will learn through an interactive presentation with demonstrations on new technology and other materials, as well as hands-on activities, which are easy to adapt to the college setting. The student engagement activities will be enjoyable to both the instructor and the student.

This session will provide the attendees numerous innovative ideas to enhance their teaching where they will experience small changes that work! Attendees will be invigorated to change

what they are doing in their classrooms to incorporate the enjoyable student engagement activities, as well as be motivated to explore the different websites, books and resources included in the presentation to acquire more ideas on their own. The sky truly is the limit with the different ideas and strategies existing teachers can incorporate into their everyday teaching. Not only will the students and teachers enjoy the activities, the teachers will use the different assessments to gauge how the students are doing in their class in every aspect, which is a very valuable tool. If attendees only take away 1 idea, it would truly prove that a small change in their classroom teaching does actually work in improving student engagement!

The presentation format will be a Prezi presentation, which will be introduced to the audience and its effectiveness (instead of using Power Point). The Prezi presentation will guide the session with many hands-on activities for the audience to participate (Kahoot, Plickers, games, partner work, stations around the room, etc.). The Prezi will also provide many resources for the participants to use after the presentation is completed. The intended audience is for those who currently teach, or for deans or department heads who are looking for new and refreshing faculty development ideas.

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Higher Ground: Factors That Optimize Learning Of Mathematics

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Abstract
Much has been said about redesigning mathematics instruction using new delivery methods such as computer-based instruction, flipped classes, and hybrids, but these are often just new ways of delivering the same procedural-based curriculum. Mathematics education researchers are calling for curriculum and pedagogy that teaches math in a deep and meaningful way. This interactive presentation will focus on several factors that can optimize deep conceptual learning of mathematics and increase the mathematical mindset, including how to build conceptual understanding to have flexibility in demonstrating procedural fluency, erase common errors, and remove some of the hate and fear of mathematics.

Proposal Objectives
1. Participants will learn why procedural-only math curriculum and pedagogy is inadequate for true learning and retention of mathematics.
2. Participants will be introduced to strategies for basing conceptual teaching in the field axioms.
3. Participants will learn about Mathematical Mindset and its potential for changing student success.

Audience
Anyone who cares about teaching and learning mathematics.

Activities
Participants will:
1. Try to learn and perform a brief dance routine as a metaphor for math students experience of trying to learn mathematics by memorizing procedures.
2. Re-enact a research prompt Draw Yourself Doing Mathematics.
3. Given a one-step algebraic equation, identify all the mathematical assumptions required for solving.
4. Watch teaching demonstration videos and discuss in pairs and/or small groups the pedagogy and teaching strategies.
5. Discuss in pairs and/or small groups questions posed by the presenters. 6. Experience sample lesson materials.

Description (including relevant literature)
Much has been said about redesigning mathematics instruction using new delivery methods such as computer-based instruction, flipped classes, and hybrids, but, typically, these are just

new ways of delivering the same procedural-based instruction. Mathematics education researchers are calling for curriculum and pedagogy that teaches math in a deep and meaningful way(Stigler, Givvin, & Thompson, 2010, p. 3). The mindless manipulation of symbols and the application of meaningless rules make mathematics boring and meaningless. Stigler et al., (2010) cited the inability of large numbers of college students to perform basic arithmetic and/or high school algebra as evidence of real cost of our failure to teach mathematics in a deep and meaningful way in our elementary, middle and high schools(p. 3). Unfortunately, this failure carries over into many developmental and college level math courses. Students in all levels of education complete their schooling without understanding basic mathematical concepts, often hating and even fearing mathematics. This deficit hinders pathways related to math and STEM career opportunities (Beilock & Willingham, 2014).

The structural links from arithmetic to algebra, known as vertical content (Wasserman, 2014), present important teaching implications throughout the K-16 curriculum. Arithmetic properties, such as how use of the field axioms maintains equivalence, are the foundations of algebraic structures and are the key to meaningful understanding of algebra. Students problems with applying algebraic structures are often mirrored with similar problems in numerical contexts. Gaining structure sense aids students in developing the flexibility and creativity to ensure the mental gymnastics needed in manipulating expressions makes sense(Linchevski & Livneh, 1999, p. 191).

According to Boaler (2015), having a mathematical mindset can banish math anxiety and give students a pathway to success in mathematics. A mathematical mindset helps students realize and appreciate that their minds grow when faced with challenging experiences. It turns mistakes and struggles into valuable learning experiences. Teachers need to allow their students to struggle and fail and learn from those failures. Mathematical mindset goes beyond the traditional boundaries that say only some people can be good at math and that math is hard.

Several factors can optimize deep conceptual learning of mathematics and increase the mathematical mindset. Learning environments with rich resources, warm classroom cultures, appropriate workload, and well-sequenced curriculum can promote curiosity about a subject and lead to deep conceptual learning(Rillero & Padgett, 2013, p. 1). This interactive presentation will focus on how conceptual understanding leads to flexibility in demonstrating procedural fluency, erasing common errors, and removing some of the hate and fear of mathematics.

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Predicting Undergraduate Student Course Success In A Lecture Capture Quantitative Methods Course

Jonathan Sweet
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Abstract
Why do some students seem to pass quantitative courses with ease while other students struggle and often fail? This presentation seeks to discuss the factors that best predict undergraduate student course success in a lecture capture quantitative methods course. Secondary student data from a 400+ student undergraduate lecture capture quantitative methods course were collected and analyzed using descriptive and multi-variate statistics. The results and methodological approach discovered from this study can be used by faculty and staff to help improve course retention and graduation rates and aid in the development of academic support programs for struggling students.

Proposal
Academic Research Session or Poster Session

Objectives
This presentation will begin with surveying the audience to understand their educational backgrounds, current positions in higher education, and initial thoughts about the presentation topic. Next, the presentation will highlight the findings from a study that investigated the factors that predicted undergraduate student course success in a lecture capture quantitative methods course. Then the speaker will present a new methodological approach in holistically assessing undergraduate student outcomes based on the results of this study. Lastly, the presentation will close with an open discussion with the audience on how they can implement at least one aspect of the results of this study at their institutions.

Audience
This presentation is intended for faculty, program coordinators, directors, academic advisors, and a general ISETL audience who may be interested in student course success factors in large lecture capture undergraduate courses as well as new methodological approaches in holistically assessing undergraduate student outcomes.

Activities
This presentation will begin with surveying the audience to understand their educational backgrounds, current positions in higher education, and initial thoughts about the presentation topic. Next, throughout the presentation, the audience will be asked to respond to questions posed by the presenter regarding the presentation topic. Finally, the presentation will close with an open discussion with the audience on how they can implement at least one aspect of

the results of this study at their institutions.

Description of Study

One mode of distance education course that is becoming popular in recent years at most public institutions is lecture capture. Lecture capture courses are distance learning courses where all aspects of a live lecture (audio and video) are recorded and made available to students in a digital format that can either be streamed-live online during the live-lecture or viewed online at a later date (Educause, 2008). DeGary Weis, CEO of Sonic Foundry, one of the largest lecture capture service providers in the country, mentioned that today's students are demanding lecture capture, and faculty must embrace video technology in their classrooms to stay relevant and competitive(Wise, 2015, para. 9). At a regional public research university in the southeast, the lecture capture mode of instruction was first introduced in its college of business during the Summer 2011 semester with two pilot courses, and as of 2016, 14 business courses are now offered in this format with enrollment capacities of up to 700 students in certain sections (University Data, 2016). However, while the amount of interest and number of course offerings for distance learning courses may be on the rise, one issue that is a cause for concern for these distance learning courses is student attrition rates.

Xu and Jaggars (2011) in their study of over 50,000 community college students found that undergraduate students who took their courses in a distance learning format were much more likely to withdraw or fail than students who took the same courses in a traditional mode of instruction. Lynch (2001) echoes this point and noted how in her study, student withdrawal rates ranged from 35% to 50% for students taking an online course versus a 14% withdrawal rate for students taking that same course face to face. Lastly, Carr (2000) also found that while course completion rates tend to vary from institution to institution, most administrators across multiple institutions agreed that course-completion rates are often 10 to 20 percentage points higher in traditional courses than in distance offerings(p. A39).

One particular subject area where students often struggle is in quantitative courses, particularly in business schools where students take several quantitative courses as a part of their degree program. Multiple studies have found that students historically consider their quantitative courses to be the most difficult courses they take in their business degree program (Yousef, 2011; Mukherjee, (2000); Brookshire & Palocsay, 2005). In addition, Mukherjee (2000) mentions how students not only find the material in these quantitative courses hard to understand, they also come into these courses with preconceived negative perceptions about the course based on stories told to them by their peers; often causing the students to have little motivation to put effort into doing well in the course. Lastly, Stevens and Zhu (2015) found that students enrolled in an online quantitative course on average scored a half a letter grade lower than students taking the same course in a traditional format.

At a regional public research university in the southeast, Quantitative Methods in Administration (QMB 3600) is a core business courses that all business majors (except for

economics) are required to take to complete their degree. In order to register for this course, students must first satisfy the prerequisite course requirements of completing introduction to statistics and methods of calculus with a final grade of a 73 C or higher. Next, students must be fully admitted into the university's college of business (no longer pre-business) and have either a junior or senior standing at the university (University Data, 2016). Past data has shown that about 30% of students who take QMB 3600 at this institution either drop, fail, or withdrawal from this course regardless of the mode of instruction (Davis, 2009). Recent data shows that in the Fall 2015 lecture capture section of QMB 3600 at this university, approximately 17% of the 359 students enrolled in the course withdrew from the course on or before the university withdrawal date. In addition, of the 298 students remaining in the course after the withdrawal date, just under 20% of the students did not pass the course with a final letter grade of a C or higher. Furthermore, if a student does not pass QMB 3600 with a C or higher, they are often delayed in completing future upper-division core business courses.

Therefore, the purpose of this study was to develop a methodological approach of using secondary data to predict undergraduate course success and to identify the academic and/or non-academic factors that predict undergraduate student course success in a lecture capture quantitative methods course. Using a quantitative non-experimental ex post facto design, the target population for this study was undergraduate business students enrolled in a quantitative methods course at a regional public research university in the southeast. The sample is delimited to students enrolled in the lecture capture section of the Quantitative Methods in Administration Course (QMB 3600) during the Fall 2016 semester. The secondary data sources for this study include administrative data from the course's Learning Management System (LMS) course page, demographic and academic data from the University registrar's office, data collected from the Student Course Engagement Questionnaire (SCEQ), and data collected from the Academic Self Concept Scale (ASCS).

This study is significant for two reasons. The first reason is because this study will advance a methodological approach that will inform faculty and researchers on how to assess lecture capture courses using secondary data. Most of today's faculty have access to the types of secondary data that will be used in this study. However, while they may have access, they may not necessarily have an approach to follow to make meaning of this data. By providing a methodological approach, this study will help provide faculty and researchers with a procedural process for assessment and analysis of student outcomes in a lecture capture quantitative business course. The second reason this study is significant is because the results of this study will also help inform faculty, administrators, and academic advisors with valuable insight on key course success factors that can be used to help improve course and program retention as well as graduation rates. These insights can then be used to help shape future academic policy and allow procedures to be put in place to help promote these factors among students prior to them taking these courses.

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Developing A Novel Global Healthcare Partnership Through Service-driven Study Abroad Experiences

Sara Lynn Terrell
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Abstract
Results of novel global healthcare partnership between Florida Southern College (Lakeland, Florida) and Heart's Cry Ministry (Espinar, Panama) will be presented in poster format. The service trip exposed students to inter-professional educational opportunities and afforded health care needs assessment training within a culturally diverse population and age and disability spectrum.

Proposal Objectives
The purpose of this poster is to detail results of a study entitled, Student perceptions of study abroad experiences in Panama: A qualitative assessment. Audience: This poster is suitable for higher education administration, faculty, and students, especially in health sciences related disciplines. Activities: Faculty presenters will discuss the poster's content and answer audience questions. Description of Study: Seven (n=7) students from Florida Southern College (FSC) Nursing, Education and Health Care Administration programs and two faculty (n=2) from the Nursing and Exercise Science program participated in an 8-day service trip to Panama in March 2017. The student and faculty team completed service work with the Non-Profit Agency, Heart's Cry Children's Ministry (HCCM), which was the first trip of its kind at Florida Southern. The trip facilitated multiple collaborative opportunities to accomplish improved quality of life for children in the Heart's Cry Ministry through the team's assistance in the construction and planning of the first orphanage in Panama designed to focus on children with special needs, Casa Providencia. This was a novel global healthcare partnership and formulated the foundation for future Florida Southern College-Heart's Cry Ministry collaborations to promote international healthcare and education internships for Florida Southern College students. With inter-professional educational experiences garnering increasing attention in higher education research, students in health-related disciplines need experiences which require working together in complex and dynamic healthcare environments. (Hood et al., 2014). The Panama service trip exposed students to inter-professional educational opportunities and afforded students a chance to assess health care needs within a culturally diverse population and across a diverse age and disability spectrum. Students completed a pre and post-trip questionnaire related to prior study abroad experiences and their background working with students outside of their respective major. Students also completed daily written and photo diaries of the experience at the Heart's Cry Casa Providencia project and affiliated orphanages detailing how the experience contributed to students intellectual and personal development. This poster will provide details of the qualitative assessment of the student reports, faculty lessons learned

from this initial trip, and the goals and future directions of this new international collaboration.

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Teaching Adult Learners Online: Best Practices And Strategies For Community And Engagement

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Abstract
This roundtable session will focus on identifying strategies, methods and best practices for engaging adult learners in online learning. Facilitators will share strategies, activities and ideas for building community and engaging learners and will promote discussion based on participants' needs and concerns.

Proposal Objectives
Participants identify strategies for engaging online adult learners with relevant project development.
Participants will share ideas related to effective strategies for developing activities and assignments aimed at engagement and relevance.

Audience
Any/all attendees

Activities
Session facilitators will frame the discussion by describing their current practice with engaging adult learners in an online education program.
Session facilitators will engage participants in conversation related to sharing strategies and ideas for engaging their own students.

Description

Malcom Knowles (1980) theory of andragogy, or the theory how adults learn, focuses on four assumptions that separate adults from younger learners. Knowles work related to how those who teach adults should design engaging instruction are based on assumptions that adults are more self-directing, their accumulated experiences are rich resources for learning, there are more developmentally aligned and ready for social learning, and their perspectives become more problem centered than subject centered. He additionally posits that most adults are more internally motivated and desire to know the reason for learning something.

Given Knowles assumptions, and in alignment with Vygotsky's (1978) notions of social constructivism and Dewey's (1938) call for active and engaged learning, how do we appropriately develop experiences and activities that meet the needs of our adult learners in online environments? With a preponderance of online learning systems that are content driven and not necessarily developed with active learning, relevant, and socially connected experiences in mind, what opportunities and best practices can we point to that would engage adults in relevant and engaged learning?

This session will focus on sharing lessons learned from 15+ years of teaching adults in educational leadership, instructional technology, and higher education settings. The facilitators will share experiences and strategies related to methods they've used to develop community, enhance presence and effectively scaffold instructional engagement. Participants will be encouraged to share their instructional needs and concerns with the aim of identifying potential relevant activities and methods.

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Teacher-photographer: Transforming Perceptions Of Cultural Heritage And History Through Image

Kisha Tracy
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Abstract
The focus of this project is to parallel through photography the ancient to medieval cultural heritage stories from other countries to the cultural heritage stories of local communities. Cultural heritage is the manifestation of common human experiences, and, by drawing these parallels, we can emphasize with our students those connections and the shared need for preservation and the study of the past. Participants in this session will rethink the pedagogical implications of the concept of cultural heritage and consider the benefits of bringing instructor hobbies/passions into the classroom.

Proposal
During this presentation, participants will:
1. consider the motivation of students to invest in courses;
2. rethink the pedagogical implications of the concept of cultural heritage;
3. consider the benefits of bringing instructor hobbies/passions into the classroom;
4. explore methods to encourage investment in students;
5. design materials and resources to use with cultural heritage in mind.

Audience
This presentation will be beneficial for any faculty in any discipline, but particularly those who teach general education humanities courses.

Activities
This presentation will include the following activities:
1. interactive discussion of the phrase cultural heritage
2. outline of and discussion of the development of this project and how it can be adapted for a variety of uses;
3. crowd-sourcing methods for students to invest in courses and the differences in their reasons and those of the instructor;
4. real-time development of an example of cultural heritage image pairings, using Orlando as the basis;
5. small-group creation of resources/syllabi for cultural heritage.

Description
While I was considering how to redesign my ENGL 2400 World Literature I course in the summer of 2015, the news was unfortunately rife with the actions of ISIS, including the capture and destruction of Palmyra and the tragic murder of archaeologist Khaled al-Asaad. These

events focused my course redesign attention on a specific idea: cultural heritage. As I began to research the history of the topic, I realized that it could hold the key to developing student interest in World Literature I. Beginning with readings about cultural heritage and recent/historical destruction, we could explore the essential question: if cultural heritage is frequently targeted for destruction, is vital to preserve, and has cost protectors lives, is what we are studying inherently significant? I found this approach to the class was successful. Students were far more interested in the course material, and there was little to no indication of not understanding the purpose or significance of the course material. In asking students to assess this approach, one commented, "Unit I helped me to understand why the preservation of world literature is so important. This in turn helped me to appreciate the material that we read in class. Starting with that unit allows students to reflect on their cultural values.

After a year of framing this course in such a way, I reflected that this approach has a close relationship with my other passion: photography. From this beginning, my photography has expanded into other subjects, but particularly cultural heritage sites both in the United States and in other countries. In other countries, my focus has been on subjects related to my professional field, medieval studies, but also those related to other subjects I teach, which include ancient and classical studies. The connection between my photography interests and my professional and teaching interests is what motivates this current project.

At Fitchburg State University, our general education curriculum includes a Global Diversity requirement, which is intended to provide a context for understanding the political, economic, cultural, and historical events or experiences of other countries, including those that are non-Western. One of the issues we face teaching at a regional university is that our students do not often have experiences outside of New England, and we attempt whenever possible to encourage our students to see themselves in a more global context. This project, Teacher-Photographer: Transforming Perceptions of Cultural Heritage with Image is a new way both to encourage students to make the connection between the history and experiences of their local culture with those outside of New England as well as to encourage this kind of appreciation and perception in local communities and hopefully beyond to non-local communities. Indeed, the history and culture of nearby Boston frequently overshadows the local history of New England outside of the city, and this project seeks to place emphasis on the less well-known cultural heritage of the area.

This photo project would have two main emphases: paralleling iconic as well as locally-significant European and New England cultural heritage sites and paralleling ancient/medieval cultural heritage sites to American history cultural heritage sites. Example categories of these photographic pairings might include: local legends (for example, Robin Hood and Johnny Appleseed), universities, battlefields, cathedrals/churches, other religious sites, government buildings, cemeteries/tombs, literary sites, statues/monuments, stadiums, etc.

In the Fall of 2017 and Spring of 2018, I will be teaching ENGL British Literature I: From Beowulf

to Milton. Two of my learning outcomes for this course are: students will be able to recognize and articulate the value of studying early British literature and to identify and analyze the textual, historical, and cultural contexts of works of literature. I will also be teaching ENGL 3030 The Middle Ages in Fall of 2017. One of my learning outcomes for that course is: students will be able to recognize and articulate the characteristics and transmission history of a variety of literary traditions in different time periods and locations. I have, to this point, incorporated, in translation, Latin, French, and Scandinavian/Icelandic texts into the syllabus along with, of course, English texts. However, one particularly influential literary tradition during the Middle Ages that I have not incorporated is Italian. English authors, among others of the time period, owed quite a debt to their counterparts on the continent, in particular Italian authors Dante, Boccaccio, and Petrarch. The transmission history of their work, and in particular how their work was translated by English authors, provides great insight into the literary culture of both Italy and medieval Europe. In addition, the religious life of medieval Italy was quite influential - particularly, of course, Rome and the lives of such saints as Francis. This project informs my own teaching (and research) of this time period and location in many of the courses that I teach, most specifically ENGL 3030, and it provides a way for students to interact to a certain extent with the physical locations related to medieval Italy in particular. I will be developing a new course, ENGL 3620 The Classical Tradition in Western Literature, in Spring 2018, which will also have a relevant learning outcome.

These courses will have new and interconnected assignments based upon active/authentic pedagogical principles in which students will:

1. suggest the local sites for parallels with the photos of ancient to medieval sites I have and will have taken (and perhaps participate in photos trips to those sites to help me select subjects);
2. curate the photography exhibit (physical and digital) and prepare the exhibit guide using research skills developed in the class;
3. and write the exhibition tags for the exhibit and exhibit guide.
4. Over the course then of a year, students in various classes will contribute to the preparation of the products of this project, which will include:
5. both a physical and digital exhibition (my goal is to coordinate three physical exhibitions in surrounding areas);
6. both a physical and digital exhibition guide that can be disseminated locally and more widely;
7. and a presentation on the project (my goal is to coordinate at least three presentations, at least one local and one at a national/international conference, that will be videoed and uploaded for dissemination digitally).

Engaging in this project allows me to develop as a photographer, a teacher, and a scholar, combining three of my greatest passions. Bringing my photography into the classroom context will allow me to speak to my students in different ways, demonstrating to them what I see as a trained expert when I visit cultural heritage sites and how essential I think cultural heritage and

history of all kinds is to humanity. This communication with my students can then spread to the local communities and hopefully further afield, perhaps inspiring other teachers to bring their passions into the classroom, whether through photography or something else. In particular, I feel that photography has the ability to communicate in ways that other mediums do not, and I want to explore how it can teach and how it can bridge gaps in geography, time, and even perhaps cultural empathy.

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A Critical Conversation: Reframing The A-word In Student Learning

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Abstract
Pedagogy and assessment are essential elements of classroom teaching at all levels in education. Although these topics are often the central focus of university programs preparing pre-service teachers, it is not necessarily part of the training for faculty in higher education, especially at research focused universities. Within this context, assessment is the A-word of instruction and student learning. Albeit no single method of assessment is superior to others and for all purposes, some methods of assessment align with specific goals better than others. Selecting the correct assessment ultimately delivers useful evidence of student learning. This interactive teaching session is intended to promote dialogue amongst faculty for the purpose of sharing valuable information to improve and shape our practice through the seamless alignment of assessment with specific course outcomes.

Proposal Objectives
The objective of this interactive session is to provide faculty opportunities to improve and shape their practice through the seamless alignment of assessment with specific course outcomes. Participants will reflect upon what they assess, how they assess, and how they communicate specific course outcomes, so students will have the opportunity to demonstrate their best.

Audience
This session will be informative for all faculty interested in engaging in a dialogue aimed to improve and shape their practice through the seamless alignment of assessment with specific course outcomes.

Activities
The facilitator will first begin with an introductory dialogue contextualizing assessment within the framework of specific course outcomes. The facilitator will conclude the introduction by briefly sharing experiences and perspectives of assessment utilized in classes of all sizes. To promote open and engaging conversation among participants, ample space will be created to share ideas and the challenges of assessment methods to evaluate student learning. Discussions will be facilitated through small group and round robin techniques to generate a participatory experience. After working in groups, all participants will reconvene to share the results of their small group conversations.

Description
Often, new faculty in higher education are hired with no prior teaching experience or formal knowledge about pedagogy. Another oddity is that faculty are provided little, if any, instruction

or professional development opportunities in the pedagogy of teaching (Harris & Cullen, 2008). Since teaching is frequently valued less than scholarship in the tenure and promotion process, faculty tend to focus less on their pedagogy including the assessment of student learning. The purpose of assessment rests with the age-old assumptions of summative and formative evaluations intended to certify achievement and to facilitate learning (Boud & Falchikov, 2006). Pairing assessment with learning styles may facilitate student performance at their skill level by removing distressing barriers that some test formats can create. These identified learning styles are: auditory (hearing), visual (seeing), and kinesthetic (hands-on). Learner-centered assessment methods can yield more effective instruction, deeper study strategies, and longer-term retention of material when compared to more traditional methods (Rich, Colon, Mines, & Jivers, 2014).

Within the scholarship of teaching and learning, assessment has greatly influenced the alignment of content, students, and instruction in the context of pedagogical practice (McConnell & Doolittle, 2012). Classrooms boast a complexity of variables in teaching and learning where activities seem quite ambiguous and uncertainty often exists between input and outputs. Thus, faculty are faced with balancing content, assessment, and intended learning outcomes (Hussey & Smith, 2003).
This session is grounded in the belief that assessment has an equal, if not greater, influence on student learning than teaching. Assessment informs faculty of student learning, so it makes sense for faculty to align their pedagogy with meaningful assessment strategies that accurately measures specific course outcomes. These strategies will be unpacked within a conversation that extends our successes and frustrations over typical assessment methods utilized in higher education into a broader discussion of the potential for improving and shaping practice. Participants will consider: What do I need to know about my student's learning? What specific course outcomes do I want to measure? What method of assessment will provide evidence of student's learning?

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Throw Out The Desks! Using Standing Stations To Improve Student Engagement In A Lecture-based Environment

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Abstract
Stand-biased is a term used to describe an environment that encourages standing over sitting. This session will explore the advantages that portable standing stations have as an environmental intervention for a lecture-based classroom. By design, a stand-biased classroom can foster increased student interaction with both peers and course content with little effort from the instructor. Session attendees will learn about the logistics of establishing this environmental intervention and will engage in instructional techniques that are enhanced through a stand-biased classroom.

Proposal

Objective

During the presentation, participants will:

1. Learn about updated neuroscience connecting movement and learning.
2. Engage in pedagogical techniques that support a stand-biased environment.
3. Discover different options for designing a stand-biased environment in any classroom space.

Audience

This presentation will be beneficial for faculty who teach lecture-based courses who want to explore ways to use environmental interventions to actively engage students.

Activities

This presentation will include the following activities:

1. Self-reflection activity to gage participant knowledge about the neuroscience around movement and learning.
2. Simulation for types of stand-biased classroom designs that match different environmental situations.
3. Discussion with participants about different environmental interventions currently being used in Higher Education.

Description

There have been valid attempts to get teachers to incorporate physical movement into the classroom (Wendel et. al., 2016). The problem is that the ongoing training and support needed to keep classroom teachers motivated to incorporate these strategies is a daunting task. Perhaps a more feasible starting point is to simply change the physical environment and have teachers focus on reducing excessive sitting time in students.

Neuroscience research suggests that sitting for longer than twenty minutes results in a decrease of brain activity required for learning to occur (Jensen, 2008). The brain needs a constant supply of oxygen for optimal learning and sitting slows the rate of oxygen rich blood flow in the body (Braithwaite et. al., 2015). Standing, however, increases blood flow and oxygen to the brain by approximately 5 percent (Olufsen et. al., 2005).

A stand-biased classroom is an environmental intervention that promotes standing rather than sitting by utilizing standing height desks that allow students to stand during normal classroom activities (Blake et al., 2012). This session will cover the science and benefits behind this practical approach to improving student engagement. Furthermore, the logistical advantages to a stand-biased environment, including the fostering of more active collaboration amongst students, will be explored. Lastly, participants will engage in multiple strategies and activities that can be used to increase student engagement in a stand-biased classroom.

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Tips For Creating Video Content For Online And Flipped Classes

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Abstract
The purpose of this presentation is to (1) discuss the many benefits for using video content in an online or flipped class, (2) to provide practical and easy tips for creating video content, (3) to provide a demonstration of videos created for two online marketing classes, and (4) to facilitate a discussion of best practices for creating video content among audience. This overall goal of this presentation is to demonstrate how easy it is to create videos and to discuss tips for creating videos for online or flipped classes

Proposal

Objectives

During this presentation, the audience will:

1. Discuss and learn about concerns faculty may have with creating instructor-generated video content
2. Discover the benefits of using videos in flipped and online classes
3. Learn strategies and ideas for creating instructor-generated video content
4. See examples of instructor-generated video content in two courses
5. Engage in reflection about how videos could be used in current courses
6. Participate in discussion of best practices from audience about creating video content.

Audience

The presentation is appropriate for:

1. Faculty/instructors who are considering teaching an online or flipped course
2. Faculty/instructors who are already teaching an online or flipped course
3. Administrators who are interested in learning more about online or flipped courses

Activities

1. Discussion of concerns about creating videos for an online class or flipped class
2. Discussion of benefits about using instructor-generated videos in an online class or flipped class
3. PowerPoint presentation on tips and suggestions for creating instructor-generated videos for online or flipped classes.
4. Demonstration of two instructor-generated videos used in two marketing courses.
5. Audience reflects and discusses how videos could be used in their course.
6. Discussion of suggestions from audience about creating videos for online and flipped courses.

Description

Demand for online learning is growing. Over seven million students took online courses at higher education institutions in 2012 (Baran & Correia 2014). Online learning has become an important focus at most colleges and universities (Holzweiss, Joyner, Fuller, Henderson, & Young 2014). According to Allen and Seaman (2014), over sixty-six percent of higher education institutions consider online learning an important part of their long-term strategy.

One important component of online learning is instructor-generated videos. Instructor generated videos are personal videos created by the instructor of the class to discuss concepts of the course (Draus, Curran, & Trempus 2014). The cultural acceptance of videos in students everyday lives makes instructor-generated videos a great asset to online or flipped courses. Studies on instructor generated videos report many positive results for students such as (1) closer connections to instructor than face to face classes, (2) increased feelings of individual attention, and (3) more positive responses to assignments (Griffiths and Graham 2009). Kovach, Ding, and O'Neil (2010) found that instructor generated videos can help generate interest and keep students engaged in learning. Other studies have found that instructor generated videos can improve student satisfaction, student perception of value, student attitudes toward material, and student mastery of material (Miller and Redman 2010).

There are many reasons to use instructor generated videos. However, faculty may not know how to effectively create videos for their online or flipped classes. Come to this session and discover some strategies and examples of instructor generated videos. In this session, I will discuss (1) faculty concerns with creating video content, (2) benefits of using videos, (3) strategies for creating video content, and (4) examples of video content in two courses. Last, I will facilitate a discussion with audience about best practices and preferences for creating instructor generated videos.

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Helping Students Get Ready For The Workplace: Integrating Career Services Into Business Courses

Anita Whiting
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Abstract
Placement of students into full time jobs is a huge focus of many universities. However, many classes do not discuss or focus on getting ready for the workplace. This purpose of this session is to discuss how to integrate career services into your classes. This session will discuss examples and opportunities for integrating career services into class requirements, class discussions, and class projects. Presentation will also provide feedback from students about how these activities influenced and impacted their lives.

Proposal Objectives
During this presentation, the audience will:
1. Learn about ways to integrate career services into class requirement, class discussions, and class projects.
2. See examples of how career services has been integrated into business courses
3. Discover the benefits of integrating career services into classes
4. Engage in reflection about how career services could be integrated into their courses
5. Participate in discussion of best practices from audience about integrating career services into their courses.

Audience
The presentation is appropriate for:
1. Faculty/instructors who are interested in helping students get ready for the workplace
2. Faculty/instructors who want to add career service activities to their classes
3. Administrators who are interested in learning how to help students get better job placements

Activities
1. Discussion of ways to integrate career services into class requirements, class discussions, and class projects.
2. PowerPoint presentation on tips and suggestions for integrating career services into classes
3. Demonstration of examples of how career services has been integrated into business classes
4. Discussion of benefits for integrating career services into classes
5. Audience reflection and discussion on how career services could be used in their courses.
6. Discussion of suggestions from audience about integrating career services into their classes.

Description

Job placement is an important topic for business schools. However, there is growing research that suggests that business students lack certain critical skills (Litchfield 1993). Previous studies have shown that college graduates lack creativity, people skills, and the ability to speak and write clearly (Dais and Miller 1996). Kelly and Bridges (2005) suggest that it is not sufficient to teach business students just about the rudimentary concepts of business. They advocate that universities should consider teaching professional and career development skills either as a separate class or by integrating them into in existing business courses. Many practitioners and educators agree that professional and career development skills should be added to business courses.

Integrating career services into courses can be done in many ways. Career Service Centers can make class visits, share career services supplemental material, and provide career center research projects (Hemby and Crews 2005). Other ideas for integrating career services includes career services tours, mock interviews, and business etiquette dinners (Crews and Hembly 2009). Some universities have begun to integrate career services into their curriculum. For example, Florida International University developed a required marketing career planning course to facilitate the development of career ready skills (Taylor 2003).

There are many reasons to integrate career services into your courses. However, faculty may not know how to effectively integrate career service activities into their courses. Come to this session and discover some strategies and examples of integrating career services into business classes. In this session, I will discuss (1) ways to integrate career services into class requirements, class discussions, and class projects, (2) examples of how career services has been integrated into business courses benefits of using videos, (3) benefits for integrating career services into classes, and (4) student feedback on career service activities. Last, I will facilitate a discussion with audience about best practices on integrating career services into classes.

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