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**2019 ISETL Conference – Presentation Abstracts***(listed in order of appearance)***Saturday, October 12, 2019****7:00 – 7:50 a.m.****Breakfast**

Galileo/Drake

**8:00 – 8:50 a.m.**

Magellan - Specialty Track Equity &amp; Inclusion

**You Can't Pour From An Empty Cup (Equity for All)**

Wendy Fitzpatrick, Building The Foundation

Nationally, only 11% of black males completed a bachelor's degree. As teachers, we believe that all students can learn and we believe that we can teach them to learn but sometimes there's a disconnect with teachers and students, especially those who are black or brown males. In this presentation, you will learn strategies to motivate and ignite the love for learning. Look at our mindset, do we look at students differently? do we have stereotypes? Our job as a teacher is to ensure students are set up for success and provide equity for all.

Venice II - Specialty Track: Instructional Design

**Fostering Metamorphosis through Metacognition**

Susan Copeland, Clayton State University

Krista Terry, Appalachian State University

Metacognition, which is most commonly referred to as "thinking about thinking", involves engaging students with strategies that encourage them to be more thoughtful about both content and process of learning. Metacognitive processes help foster learning by engaging learners in self-reflexive critical thinking tasks. This interactive session focuses on identifying strategies and approaches to fostering metamorphosis by enhancing students' metacognitive skills and thus broadening their abilities to make connections across disciplines and in broader contexts. Strategies discussed will apply to both traditional and online courses.

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Venice III – General Session: Interactive Teaching

**Do Students Cheat On Online Exams? An Empirical Analysis**

Xueyu Cheng, Clayton State University

Academic dishonesty has been a major concern of educators and administrators of higher education. With the rise and development of distant learning, researchers express new concerns about cheating in online courses. Using data collected from the online courses offered by a 4-year public institution from Fall 2013 to Spring 2019, this study investigates if students cheat on online exams. This study will also discuss the methods to detect and prevent cheating in online courses.

**9:00 – 9:50 a.m.**

Magellan - Specialty Track: Instructional Design

**Build Prototypes Fast. Test. Iterate. Innovate.**

Jerry Schnepf, Bowling Green State University

Designing interactive mobile apps can seem daunting. But new prototyping tools allow those of us with no coding experience to create click-through applications that we can test and refine quickly. In this session, we will use our personal mobile devices to create an app prototype. We will learn how to integrate interactive components like buttons, dropdowns, and sliders to build an engaging user experience. Once built, we will learn how to conduct a simple usability test to evaluate the effectiveness of our design so that we can quickly make iterative improvements, which is essential for agile development and human-centered design.

Venice I - General Session: Interactive Teaching

**Directed Use of Film in the Classroom: Three Approaches**

Patrick Brennan, Middle Georgia State University  
Sheree Keith, Middle Georgia State University  
Rebecca Edwards, Middle Georgia State University

Cinema continues to be an important part of our culture, and as such, can play several important roles in the college classroom. This session features three instructors from three different disciplines who have found successful ways to use movies in the college classroom. Come to this session to explore new strategies for successfully drawing on the power of

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movies to enhance teaching in your specific discipline, your specific course, and your specific classroom.

Venice II - Specialty Track: Instructional Design

**Storytelling for Personal Growth and Content Connectivity - The Use of the Personal Narrative in an Interdisciplinary Context**

Stephanie Speicher, Weber State University

Strategic storytelling matters and can be immensely powerful across disciplines. No matter the content area, our students can benefit from exploring their lived experiences through the use of personal narratives in order to forge a deeper connection to content and how our commonalities intersect. In this workshop, you will participate in activities to become more aware of your identity, discuss how identity can affect how we teach and deliver learning experiences, and learn activities that can help foster personal narrative writing. Gain resources to develop the skills for students to write their own stories and tools to listen to the experiences of others. This workshop will be interactive and participative as you work to craft a story, refine how it is told and share with your peers.

Venice III – General Session: Interactive Teaching

**Apply Transparent Questioning Practices to Support Student Thinking**

Julie Schrock, Meredith College

Developing good questions and posing them effectively may be one of the most powerful instructional tools. Effective questions keep students engaged, help students identify gaps in understanding and rehearse information, create curiosity, and support students in making connections. Transparency in teaching and learning is the act of explicitly attending to and articulating to students the whys and hows of their learning experiences. Applying transparency to questioning can result in students who are more responsive to class questions. Participants in this session will examine transparent methods and how to apply them to questioning in their classes.

**9:50 – 10:10 a.m.**

**Break**

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**10:10 – 11:00 a.m.**

Magellan – Common Read Discussion

**Small Teaching: Everyday Lessons from the Science of Learning**

Book by James Lang

Christine R. Remley, Lock Haven University of Pennsylvania

Erica R. Moore, Lock Haven University of Pennsylvania

Small Teaching: Everyday Lessons from the Science of Learning by James Lang was selected as this year's common read. Since March 2019, we have been posting questions, responses, and ideas on social media to stimulate thought and conversation about Knowledge, Understanding, and Inspiration. In this session we invite all of you to attend a conversation about the book regardless of how much (or little) you have participated in the conversation up until this time. Small teaching techniques include a variety of classroom or online learning activities, one-time interventions, and small modifications in course design or communication with students that let you:

- Capture students' attention, increase student engagement, and introduce new learning
- Deepen student understanding of material and expand their ability to analyze and improve their own learning
- Give students the tools, techniques, and principles to effectively practice a range of cognitive skills

Venice II - Specialty Track: Instructional Design

**Cracking the Case: New Ways of Thinking About Case-Based Learning**

Shannon Cooper, Indiana University

Hayley Mayall, Northern Illinois University

Juan Carlos Venis, Indiana University

Matthew Holley, Indiana University

Scott Renshaw, Indiana University

This session will explore the use of the ADDIE model in developing both new curricular components and instructional methods delivered in an online, asynchronous environment. More specifically, this session will examine the implementation of a case-based learning curriculum with graduate and professional students. As such, this session will include an overview of the development process, an open discussion with attendees and their own experiences, as well as presentation of preliminary program and assessment data.

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Venice III – General Session: Interactive Teaching

**Attention to Retention: Making Instruction Accessible for All**

Pennee Stewart, Weber State University  
Shirley Dawson, Weber State University  
Clay Rasmussen, Weber State University  
Melina Alexander, Weber State University

The change in student demographics and enrollment requirements has meant that there is an increase in students who arrive at university underprepared for the academic rigors of higher education. This change necessitates faculty willing to modify instructional practices to meet student needs. This presentation shares ideas and strategies to support today's diverse learners

**11:10 a.m. – 12:00 p.m.**

Magellan – General Session: Interactive Teaching

**Metacognitive Strategies to Disrupt Poor Learning Techniques: Practical Strategies for Higher Education**

Randall Woodard, Saint Leo University  
Vincent McCoCoige, Saint Leo University

Many professors express frustration at the lack of study skills and abilities needed for students to successfully navigate a college course. With the amount of material to cover, many feel overwhelmed at the prospect of trying to teach study skills as well. McGuire and McGuire (2015) examine motivation, study skills, and metacognitive insights required for course mastery. This study will share the practices aimed at helping students actively engage with the material inside and outside of the classroom. To help facilitate student engagement, we will share several metacognitive strategies aimed at disrupting poor learning strategies that students may or may not know they are doing. One example is the "Socratic Note-Taking Technique."

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Venice I - General Session: Interactive Teaching

**Supporting the Digital Professor: Faculty Preferences for Training and Support in Adopting Digital Technologies in Higher Education**

Florence Martin, University of North Carolina Charlotte  
Drew Polly, University of North Carolina Charlotte  
Shanna Coles, University of North Carolina Charlotte  
Chuang Wang, University of North Carolina Charlotte

How can institutions support faculty in the integration of digital technologies in their teaching? This interactive presentation explores the results of a survey on faculty preferences for information and training on digital technologies as well as the likelihood of their participation in various types of professional development support. The session will explore how the relationship between demographic factors of gender, faculty rank, primary teaching method, and experience teaching online or blended are associated with faculty interest in receiving information/training and professional development support for digital technology integration.

Venice II - Specialty Track: Instructional Design

**Use of Adaptive Release Case Studies to Increase Realism in Distance Learning**

Heather McLellan, Mount Royal University

Effectively engaging adult learners in a distance environment is challenging for educators. Case studies are an exceptional way to engage learners and develop critical thinking skills however static case studies can lack realism. One solution for this is the use of the adaptive release, unfolding case study. In this presentation you will learn about how this effective active learning strategy for increasing realism was used to engage registered nurses learning online. We will also discuss how the strategy can be applied in other disciplines.

Venice III – General Session: Interactive Teaching

**From Skinner to Rogers: Understanding the Role of Feedback in Building Relationships with Students in an Online Environment**

Amy White, Walden University  
Cheri Toledo, Walden University

This session will focus on helping instructors in the online environment understand their philosophical approach to feedback, and the role it takes in establishing effective relationships with students. By examining each participant's instructional and feedback

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philosophy, we posit the kinds of strengths/challenges that presents with various types of students. The focus is on understanding how to quickly gauge the needed steps for building healthy instructional relationships to improve faculty satisfaction with their work, and to improve student experience and success in an online environment.

**12:10 – 1:00 p.m.**

Magellan – General Session: Interactive Teaching

**Using Clickers to Bridge the Formative-Summative Assessment Divide in a Mathematics Course: An Action Research Study**

Lois George, The University of the West Indies, Mona  
Mortilaine Riley, The University of the West Indies, Mona  
Avadene Rowe, The University of the West Indies, Mona

Formative and summative assessments play essential roles in students' education. Traditionally, however, there has been a divide between these assessment types as they serve different purposes. While the formative use of summative assessment has been suggested as a means of bridging this gap, in higher education, there is little research on how this can be achieved. In this session, we will present findings from an action research study which investigated whether and how clickers facilitated the formative use of summative assessment in an undergraduate, mathematics, content course.

Venice III – General Session: Interactive Teaching

**Critical Thinking and Information Literacy for Public Engagement: Using Op/Ed Exercises in the Classroom**

Elizabeth "Beth" Lovern, Piedmont College

How do practitioners in your discipline teach students to write for the public? What critical thinking and information literacy strategies do your students need to evaluate evidence and their own arguments? Well-sourced, well-reasoned written arguments can stand out in a society awash in hastily-given news and opinions. In developing their critical thinking and information literacy skills, students benefit from evaluating authoritative sources in crafting their own essays. This multi-stage teaching module employs Active Learning strategies with Opinion/Editorial sections of newspapers to help students identify and demonstrate critical thinking in writing their own Op/Ed essays. The exercises are suitable for improving students' evidence-based writing for possible future public consumption across various academic disciplines.

**Farewells**