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2019 ISETL Conference – Presentation Abstracts

(listed in order of appearance)

Friday, October 11, 2019

7:00 – 7:50 a.m.

Breakfast & Announcements

Galileo/Drake

8:00 – 8:50 a.m.

Magellan - Specialty Track: Equity & Inclusion

Selecting Classroom Assessments to Reduce Achievement Gaps

Karen Singer-Freeman, University of North Carolina Charlotte
Linda Bastone, Purchase College, State University of New York

We examined the extent to which different forms of assessments resulted in grade inequities in four classes and found preliminary support for a theoretical model of culturally responsive assessment. Achievement gaps emerged in assessments that were low in both utility value (students awareness of a purpose to the work beyond grades) and inclusive content (material that is equally familiar to all students). We share data from two settings (community college and 4-year college) and discuss applications in different teaching contexts. Participants will gain an understanding of how assessment choices may perpetuate achievement gaps and learn about best practices to increase equity in assessment.

Venice I - General Session: Research

What Digital Technologies are Higher Education Faculty Using? Examining Importance, Competence and Motivation

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

Higher Education Faculty use of current digital technologies based on their perception of importance, competence and motivation is examined in this study. Two hundred and forty-seven faculty in the United States responded to an online survey on current digital technology use. Faculty rated the use of learning management system as the highest and social media as

lowest in terms of importance and competence. For motivation to integrate digital technology, faculty rated benefit to learning as the most influential factor and reappointment, promotion and tenure as the least influential factor. Data is also examined based on faculty demographic characteristics.

Venice II - Specialty Track: Instructional Design

Learning Beyond the Textbook: Practical Course Activities that Build Labor Market Outcomes

Michelle E Bartlett, North Carolina State University
James E. Bartlett, North Carolina State University

This presentation will cover ways to incorporate practical activities in the classroom that helps bridge the gap between knowledge learned in a textbook and skills students need to apply the knowledge at work. Examples of how this has been done in online and face-to-face courses will be presented and also a discussion on how participants can apply this to their own courses. Presentation objectives will be delivered by presenting the importance, providing examples, and group discussion.

Venice III - General Session: Interactive Teaching

Critical Differentiation: Teaching Teachers How to Differentiate Using New Technologies and New Pedagogy- How Can We Keep Up?

Shawn Robertson, St. Joseph's College

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

9:00 – 9:50 a.m.

Magellan - Specialty Track: Equity & Inclusion

Best Practices for Mindful, Inclusive and Connected Classroom

Rosaria Meek, University of North Georgia

This presentation aims to share best practices for a mindful, inclusive and connected classroom. The presenter will demonstrate effective tools that create a transformative change, fostering a sense of belonging to the class. The interactive presentation will showcase examples of mindful practices, engaging activities, technology use and innovative frameworks that fuel students' zest, their connection to one another and to the teacher, and a sense of Inclusiveness where no student is left behind.

Venice I - General Session: Research

Assessing Student Learning: Using Writing Prompts as Summative Evaluations

Sally Zengaro, Delta State University
Franco Zengaro, Delta State University

In today's educational landscape, college professors find themselves compelled to operationalize course learning objectives, student learning outcomes, and provide evidence of student learning each semester. Relying on the end of the semester course evaluations provides a summative evaluation of specific course outcomes, but waiting to the end of the course for evaluation has its pitfalls. Instead, faculty should seek additional creative teaching, or formative assessments, aimed at capturing deeper thoughtful learning experiences in students. Asking students to provide "Five Things I Learned from This Course" is an ongoing assessment learning tool for capturing deeper processing evaluations.

Venice II - Specialty Track: Instructional Design

Designing an Online Course? Learn how to Enhance Student Engagement Using a Course Design Matrix

Jenny C. Wells, University of Hawaii at Manoa
Cecily Ornelles, University of Hawaii at Manoa

Theory and research in adult learning, student engagement and Communities of Inquiry are synthesized into a framework of critical components to support engagement of adult

learners. A course design matrix tool will be shared to support instructors development of online courses that result in learners' active engagement with content, peers, and the instructor.

Venice III - General Session: Interactive Teaching

Myths and Realities of Teaching Non-Native English Speakers in Post-secondary Classrooms

David R. Byrd, Weber State University

With the number of non-native English speakers increasing in post-secondary classrooms, the dynamic of teaching is also changing. As with any shift in any population in the classroom, the needs and strengths of the new group must be taken into consideration to foster an optimal learning environment. Non-native English speakers often bring with them a different perspective on topics, often connected to their varied linguistic and cultural backgrounds. This session will look at the myths and realities associated with planning, teaching and assessing this population in the post-secondary setting.

9:50 – 10:10 a.m.

Break

10:10 – 11:00 p.m.

Magellan - Specialty Track: Equity & Inclusion

When Two Worlds Collide in an Effort to Provide Service-Learning Experiences

Peggy P. Quesenberry, Virginia Tech
Doris H. Kincade, Virginia Tech

Many colleges and universities have doctrines expressing "principles of community" or other guiding principles for inclusion and diversity. At the same time, many course instructors seek service-learning experiences for their students. These experiences create interaction between students and other community entities that may not have the same mission, vision, or principles as held by the university. When conflicts arise, faculty face the dilemma of providing service to the outreach institution while creating an inclusive and principled learning situation for the students. This presentation explores what happens, and seeks potential solutions, when the "principles" of the two units collide.

Venice I - General Session: Interactive Teaching

Strategies for Fostering Deep and Flexible Learning

Krista Terry, Appalachian State University

Peter Doolittle, Virginia Tech

C. Edward Watson, AAC&U

Strategies for fostering deep and flexible learning (i.e., strong, integrated, and adaptable knowledge and skills) for an increasingly complex, connected, and technologically infused workplace will be addressed. This session will provide practical principles and approaches that can be used to facilitate both depth and breadth of learning.

As we consider the types of learning we hope to foster in our classes so that our learners will be prepared for an increasingly complex, connected, and technologically infused workplace, strategies that encourage deep learning – going beyond ‘teaching to pass the test’ are worthy of much consideration. This session will provide principles and approaches that can be used to facilitate both depth and breadth of learning.

Venice II - Specialty Track: Instructional Design

No Experience Required! Online Teaching Tools to Make Your Instruction More Effective

Ryan Cain, Weber State University

Clay Rasmussen, Weber State University

Online resources such as Google Docs and Screencasts are tools which can aid in teaching and learning. This presentation will not only demonstrate how to use these tools, but will provide opportunity for participants to work with each. In addition, participants will leave with electronic access to video instructions for future use.

11:10 a.m. – 12:00 p.m.

Botticelli - Specialty Track: Equity & Inclusion

Effective Classroom Practices for First Generation College Students

Rachel Frankel, University of Cincinnati Blue Ash College
Susanna Clason, University of Cincinnati Blue Ash College
Karen Smith, University of Cincinnati Blue Ash College

Teaching first year courses in a diverse open access college with many first generation students presents numerous challenges. For a variety of reasons, these students frequently will not ask questions or take advantage of available resources and, as a result, may fall behind their peers. In this presentation, we will address various strategies that we have developed over the past nine years to help further the success of first generation college students. Specific examples will include pointers for syllabus creation and review, suggested classroom policies, ice-breakers, organizational strategies, self-reflection and scaffolding exercises, and non-threatening ways to encourage use of college resources.

Venice I - General Session: Research

Examining Pre-Service Teachers Readiness Based On TASC Standards

Tuba Gezer, University of North Carolina Charlotte
Shannon Clemons, University of North Carolina Charlotte

The Teacher Candidate Exit Survey ascertains perceptions of teacher education program completers on how well their program of study prepared them to become practicing classroom teachers. The purpose of this study is to examine pre-service teachers' readiness regarding different aspects of teaching according to In TASC standards. 654 teacher candidates responded to an online teacher candidate exit survey. The majority of the sample is female (85%), white (75%), and undergraduate (66.4%) students. Gender, learning difference, planning for instruction, and professional responsibility may significantly predict teacher candidates' overall rate of the program.

Venice II - Specialty Track: Instructional Design

Sharing Successful Instructional Approaches That Actively Engage Students to Learn More and Enjoy Learning More

Angela Lumpkin, Texas Tech University

Learning by students today requires their active engagement facilitated through use of successful instructional approaches to attract and maintain their interest. Strategies orally described and interactively modeled will include ways to facilitate small-group interactions and whole-class discussions, student engagement in writing, and infusion of specific and effective questioning strategies to challenge students to think critically and assess their understanding. Attendees will be invited to expand on the instructional approaches presented and/or share an innovative strategy. Student-centered, active learning holds students accountable for their own learning while helping make learning fun and lasting.

Venice III - General Session: Interactive Teaching

Leveraging Technology: Flipped Classroom in High Education

Wendy K. Matthews, Kent State University

Technology can be an important and innovative tool for university faculty. However, how do you know ways to utilize technology in your current teaching situation? One answer may be flipped learning, which is a pedagogical method where direct instruction moves from the classroom to the individual learning space through technology, and the classroom then becomes a space to apply concepts and think creatively. This presentation will discuss the implementation of "flipped learning" and demonstrate the application of technology that is accessible and affordable. Examples will focus on both visual and performing arts; however, these can be adapted to all classrooms.

12:00 –1:20 p.m.

**ISETL Conference Luncheon and Awards Ceremony
Galileo/Drake**

1:30 – 2:20 p.m.

Botticelli - Specialty Track: Equity & Inclusion

Focusing on Faculty Socio-Cultural Awareness When Creating Student-Centered Course Assessments

Karen T. Jackson, North Carolina A&T State University

Instructors naturally use criteria related to course content and expectations for discipline standards to design course assessments. In this workshop attendees will explore socio-cultural awareness and apply this awareness to course assessment design.

Venice I - General Session: Research

Why Do My Active Engagement Strategies Work? The Theory Behind the Principles and Active Learning Strategies

Patrick A. Leytham, Touro University Nevada

Shirley Dawson, Weber State University

Penee Steward, Weber State University

We know that active engagement strategies promote student engagement and deepen learning. But why do they work? On what theoretical background are they built? Come learn about the theory behind why many of those strategies are effective, and how you can modify them, based on the theory, to fit your current classroom needs.

Venice II - Specialty Track: Instructional Design

Designing Meaningful, Significant, Online Learning

Tracy W. Smith, Appalachian State University

Krista Terry, Appalachian State University

The Integrated Course Design model and Taxonomy of Significant Learning (Fink, 2013) have been used to guide the design of significant learning experiences in face-to-face courses. College instructors value these frameworks because they acknowledge the cognitive, social, and affective dimensions that we value in our disciplines. This session will focus on applying this model to the design and development of blended and online courses. The session will specifically focus on how instructors can support the dimensions of significant learning when selecting online teaching strategies and activities, and how the promise and potential of

online learning environments can help students move beyond rote learning to engage in meaningful, significant learning that endures.

Venice III - General Session: Interactive Teaching

Ethical Concerns in Education: Navigating Treacherous Waters

Brenda K. Kennell, Central Piedmont Community College

Brenda Howard, University of Indianapolis

Elizabeth. A. Fain, Pfeiffer University

Due to technological advances, student unethical behavior has increased. Faculty also have the potential for ethical breaches. This session addresses potential ethical challenges for faculty and students. The focus will engage participants in ethical decision making for real-life scenarios.

1:30 – 2:20 p.m.

Roundtable Sessions

Galileo/Drake

General Presentation

Technology: Solution to Quality Rural University Education

Chinaza Uleanya, University of Zuzuland

Bongani Thulani Gamede, University of Zuzuland

Quality education at various levels in rural communities has been challenging. Hence, this study investigated the effect of technology in providing quality education to rural based university students, consequently improving their learning abilities. Mixed methods research design was used for data collection. Questionnaires were administered to 934 randomly selected undergraduate university students, while semi-structured interviews were conducted for 8 lecturers from two selected rural universities. The findings show that while technology can have great impact on the learning abilities of the students and improve the quality of education provided, several factors militate against the inclusion of technology in the education provided to students in rural universities. The study recommends among others that curriculum planners take into cognizance the inclusion and provisions of technological facilities when planning the curriculum, periodic organization of workshops for lecturers on the need and technology use in lecturing, assessing and providing feed backs to students.

General Presentation

"But I Paid For That A!" Managing Student Expectations and Behavior in Higher Education Classrooms

Kayla D. Mohney, Lock Haven University of Pennsylvania

We've all been there and had "that" student, the one who rarely comes to class, is disrupting in class when they do come, doesn't study, and fails to turn in coursework but still expects an "A" in your course. How do you handle those challenging situations, and how do you prevent them from happening in the future? This round table discussion will address the need for increased behavior management strategies to be embedded in higher education courses to help reduce and potentially eliminate the "instant A" mentality that is becoming ever more prominent in today's higher education classrooms.

Specialty Track: Equity & Inclusion

Facilitating Difficult Dialogues in the Classroom

Andrew D. Case, University of North Carolina at Charlotte
Erin Godly-Reynolds, University of North Carolina at Charlotte
Cristina Miranda, University of North Carolina at Charlotte
Ranesha Barnette, University of North Carolina at Charlotte

The need to effectively engage students and faculty in dialogue around diversity and inclusion has never been greater. However, such dialogue comes with the risk of pitfalls related to insensitivity, unclear objectives, and a lack of ground rules. The goal of this roundtable is for participants to share and learn best practices, resources, and strategies for facilitating productive classroom dialogues on diversity and inclusion.

Specialty Track - Equity & Inclusion

Diversity and Inclusion Faculty Fellows: A Peer-Mentoring Community of Practice

Kelly Donnell, University College at Roger Williams University

How can faculty help to disrupt our complicity in educational injustice at the institutional level and within our teaching, service, and/or administrative work? The Diversity and Inclusion Faculty (DIF) Fellowship is a peer-mentoring community of practice that recognizes, rewards, and supports professional growth around diversity, social justice, and inclusion in the higher education classroom and beyond. This community is intended to be a space of growth where

faculty can grapple with tough questions about pedagogies of inclusion. It serves as a space where faculty can test out ideas, seek feedback, and learn about centering diverse and inclusive practices across disciplines.

Specialty Track - Instructional Design

Quality is Never an Accident - Quality Criteria For Online Courses

Kirsi Korkealehto, Haime University of Applied Sciences

Jaana Kullaslahti, Haime University of Applied Sciences

23 Finnish universities of applied sciences have opened shared digital courses offering on a platform called CampusOnline.fi. It offers the students opportunities between the educational institutions and a chance to combine working and studying. It also shortens studying times, makes study paths more versatile and, ultimately, secure better employment. Behind the changes that are visible to the students, digital pedagogy and teachers' competences have been developed via a nation-wide coaching programme to ensure that the faculty competence on digital pedagogy is up to date and that the quality of the courses offered through CampusOnline.fi is consistent and as high as possible.

The coaching programme is based on a quality criterion for online implementations, which consists of 11 topics. The quality criteria can be used for organisation-wide development work as well as for self-assessment by teachers. The workshop engages participants to try out and experiment practical ways to use the quality criteria.

General Presentation

Leveraging the Effects of Community-Based Learning

Rebecca Jordan, Appalachian State University

Community-Based Learning (CBL) is common across many fields though it often goes by different names, including practicum, internship, and field/clinical experience, among others. While CBL has repeatedly been shown to positively affect student learning, it is often reserved for capstone experiences and can be difficult to implement at the level of individual courses. In this roundtable session, we will examine the advantages and challenges of CBL and share ideas for leveraging its power in individual pre-capstone courses.

2:30 – 3:20 p.m.

Magellan - Specialty Track: Equity & Inclusion

Be an Advocate, Not a Witness: Creating Awareness Creates Inclusive and Equitable Classrooms

Michael Holik, West Chester University of Pennsylvania

In the spirit of inclusion and equity, this interactive session will push you out of your comfort zone as you interact with the presenters and hear a personal narrative of physical, verbal, and mental abuse in school. How do you create awareness in schools, thereby supporting safe and comfortable learning environments? Explore the power of perception and learn how to change your approach to meet basic physiological needs of students so they can focus on learning. Learn how one person's words and actions may cause others harm and how turning a blind-eye to students' behavior can create life-long trauma.

Venice I - General Session: Research

Barriers and Desired Supports Related to Faculty Integrating Technology in their Courses

Drew Polly, University of North Carolina Charlotte
Florence Martin, University of North Carolina Charlotte
Christa Guilbaud, University of North Carolina Charlotte

This presentation shares the findings of a research study in which faculty members and university support staff participated in focus groups about opportunities and barriers related to integrating technology in university courses. The presentation will include an overview of the study and the findings followed by guiding questions to facilitate a discussion about participants' experiences supporting faculty integration of technology in university courses.

Venice II - Specialty Track: Instructional Design

Navigating the Institutional Review Board (IRB) Process for Social, Educational, and Behavioral Research

Marianne Lovik-Powers, Lock Haven University of Pennsylvania

Institutional Review Boards (IRBs) are frequently viewed with fear, trepidation, and frustration by faculty members seeking to gain needed approval to conduct research. This presentation will provide a brief history leading to the establishment of IRBs for the

oversight of research, the revised federal policy governing research involving human subjects, levels of review, necessary protections for human subjects, and general application procedures. Participants will be invited to ask general and specific questions about proposed research and the potential requirements of an IRB.

Venice III - General Session: Interactive Teaching

Edutainment: Bringing Joy and Happiness into the Rigorous Classroom.

Leo F Murphy, Embry-Riddle Aeronautical University

A teacher friend once told me that she was doing everything except wearing a clown suit and juggling trying to keep her high school students engaged in the learning process. Yet despite evidence to the contrary, teacher-centered lectures remain the dominant instructional strategy over student-centered active-learning. This presentation will discuss the author's successful use of edutainment, broadly defined as instruction intended to be both educational and enjoyable, to engage students in a traditional teacher lecture classroom that covers complex learning objectives.

2:30 – 3:20 p.m.

Roundtable Sessions
Galileo/Drake

General Presentation

Effect of Entrepreneurship Education on Entrepreneurial Intentions of Rural University Students

Ademola Omotosho, University of Zuzuland
Bongani Thulani Gamede, University of Zuzuland
Chinaza Uleanya, University of Zuzuland

The study investigated the effects of entrepreneurship education on entrepreneurial intentions of rural university students. Quantitative research method was adopted for data collection. Questionnaire with closed ended questions was used as a tool for data collection. A total of 180 copies of the questionnaire was administered to the university students. Descriptive and inferential research methods: mean and hierarchical multiple regression was used for analysis of the 173 returned copies of the questionnaire completed by the respondents. The results from the correlation analysis showed that: the effect of entrepreneurship education on the entrepreneurial intention of the university students is significant. Also, multiple regression analysis showed that entrepreneurship education

exerted significant contribution to students' time management skill, but no significant effect on leadership skill, human relations, communication, goal setting, budgeting, financial discipline, selling, creativity and negotiation skills of the university students. The study recommends amongst others that entrepreneurship education should concentrate on developing business, technical and entrepreneurial skills associated with the various stages in the entrepreneurial process, idea generation presentation sessions should be graded components of an entrepreneurship programme in the University.

General Presentation

Promoting Collaboration and Engagement in Undergraduate Group Projects

Dionne M Sills Busio, Appalachian State University

Across disciplines, group projects within higher education courses have facilitated preparation of future professionals for problem solving and working with others. However, undergraduate student perceptions of and engagement in group projects is not optimal. Thus, innovative practices and approaches, such as supporting understanding and use of positive collaborative characteristics to support group work are needed.

General Presentation

Tools that Support the Facilitation of Meaningful and Engaged Online Learning

Krista Terry, Appalachian State University
Terry McClannon, Appalachian State University

This roundtable discussion will engage participants in a discussion related to exploring a variety of innovative tools that can be used to support meaningful and engaged online learning. Tools such as VoiceThread, FlipGrid, and Kaizena will be demonstrated to show participants ways in which they can be leveraged to support sound pedagogical approaches in online courses.

General Presentation**Who is the Self that Teaches? A Roundtable Discussion on Identity and Integrity in the College Classroom**

Susan Copeland, Clayton State University
Bruce Saulnier, Quinnipiac University

Professor Parker Palmer has noted, "If we want to improve the quality of college teaching, a million workshops on methodology will not be enough. Good teaching does not come from technique. It comes from the identity and the integrity of the teacher" (*The Courage to Teach*, p. 10). This session aims to explore the role of the professor in the classroom and the significance of personal identity and integrity in this role.

Specialized Track - Equity & Inclusion**Equity & Inclusion by Design: Strategies that Challenge Perceptions and Realize Aspirations**

Rita Kumar, University of Cincinnati Blue Ash College
Bradford Mallory, University of Cincinnati Blue Ash College
Natalia Darling, University of Cincinnati Blue Ash College

Colleges face the task of building and sustaining classrooms that are increasingly diverse. The panel will share concrete examples of how instructors can infuse equity and inclusion in course curriculum and delivery of content. In this interactive session, the presenters will share examples across disciplines on how to design student-centered classrooms and activities that are inclusive and equitable. Workshop participants will reflect on the importance of equity and inclusion in the classroom, discuss what they currently do in their pedagogical practice, and develop an outline of a module that incorporates equity and inclusion into their courses.

General Presentation**Trends of the 21st Century Learner – Changing Methods, Strategies, and Attitudes**

Christine R. Remley, Lock Haven University of Pennsylvania

At this roundtable we will look how the traditional teaching methodologies are becoming obsolete as students are taught to think more critically and creatively. We can explore new forms of instruction, active learning, self-guided instruction, and group work that is transforming teaching approaches, moving them away from traditional lectures to passive audiences. Students today want communal or co-ed living quarters, green spaces, and

work-life balance. The instructor is no longer the sage on stage in classrooms and lecture halls, and often serves multiple roles through interactions with students that include teacher, mentor, and adviser. All of these things have changed the attitudes and ideas of the 21st century learner and instructors must change too. This session will explore ideas of the 21st century learner, both in and out of the classroom.

3:20 – 3:40 p.m.

Break

3:40 – 4:30 p.m.

Magellan - Specialty Track: Equity & Inclusion

Meeting the Needs of Bilingual Learners in our Higher Education Courses

Courtney George, Meredith College

I have always modeled the recommended techniques and strategies to meet the needs of culturally and linguistically diverse learners that I teach about in my education courses. While initially this was a pedagogical move to better illustrate my objectives and engage my students, it has become essential as we see growing numbers of international and bilingual students enroll in our college. In this presentation, you will learn about the specific techniques and strategies I use regularly in my classes. You will also participate in activities to help you think about ways to apply these ideas to your own teaching context!

Venice I - General Session: Research

Getting Organized: Managing Faculty and Student Workload Using Scrum, Agile, & Kanban

Diane D. Chapman, North Carolina State University
Carlos C. Goller, North Carolina State University
Annette Moore, North Carolina State University

This presentation will explore the use of agile work management principles and Agile, Scrum, and Kanban frameworks as proposed by Rebecca Pope-Ruark in her 2017 book, *Agile Faculty*. Three faculty members will recount their implementation experiences. This presentation describes how and why the faculty members implemented the strategies, explores what they were hoping to accomplish, suggests best practices, and reviews the outcomes related to both faculty and students associated with implementation.

Venice II - Specialty Track: Instructional Design

Engaging Students in Class and Coursework

Brett D. Jones, Virginia Tech

This session is designed to help instructors think about how they can use motivation science to make changes (either minor or major changes) in their classes and coursework that will lead to increased student engagement and learning. An overall aim of this session is to help instructors connect motivation research to practical teaching strategies by answering questions such as: What principles of motivation science are relevant for college professors? What specific strategies can professors use to motivate their students? How can professors assess students' motivation?

Venice III - General Session: Interactive Teaching

The First Weeks of Classes: Build Learning Communities for Optimal Student Growth

Stephanie Speicher, Weber State University

DeeDee Mower, Weber State University

Colleen Packer, Weber State University

This high-energy, hands-on workshop will teach participants experiential activities to implement during the first week of class. Ice breakers, energizers and team-building activities are not just time fillers or a trick up your sleeve; when used effectively, experiential activities like these can be directly tied to building a strong learning community and noticeably propel the comprehension of content and transfer of learning to the real world for our students. Ultimately, learning communities built through an experiential approach can support the intentionality of community building. Come learn experientially, build connections with others and apply learning to your particular context!

4:40 – 5:30 p.m.

Magellan - Specialty Track: Equity & Inclusion

Has Anyone Seen My Equity Lens? Intentional Application of an Equity Lens Model to Enhance Inclusion, Equity and Access in Higher Education

Kathie Erdman Becker, South Dakota State University

Nadine Gjerde, South Dakota State University

Your university just announced a diversity, inclusion, access and equity initiative. What does that mean for your curriculum and course design? How do you welcome and support success for all students into the learning community? This highly interactive session engages conversation around strategies to “add in” rather than to “add on” to course design, teaching methods and overall practice as a professional educator. Come prepared to share your insights and gain more.

Venice I - General Session: Research

Building an Institutional Culture of General Education: A Multidisciplinary Blueprint

Karen Goodlad, New York City College of Technology, CUNY

Matthews, Anna, New York City College of Technology, CUNY

Jason A. Montgomery, New York City College of Technology, CUNY

Encompassing high impact educational practices, place-based learning, open pedagogy and enhanced assessment of learning outcomes, the Living Lab Model of Pedagogy was developed and successfully implemented at City Tech, an urban commuter college of technology. It is designed to engage students in the general education curricula tailored to and integrated into their degree-specific coursework. This model equips faculty to develop their teaching methodology through innovative techniques and reflection, incorporating general education in a multidisciplinary manner that may not otherwise exist. This approach breaks down institutional barriers to faculty interaction and collaboration, encouraging professional growth as both educators and scholars.

Venice II - Specialty Track: Instructional Design

Beginning with the End in Mind: Moving Students Forward through Backward Design

Amy Neaves, North Carolina State University Office of Faculty Development

Did you know that designing backward can help your students move forward? It's true. In this interactive session, discover how to use a three-stage process of Understanding by Design (UbD) to think more purposefully about curricular planning--from providing clear learning goals and moving goals through specific and meaningful performance to targeted, aligned instructional strategies and learning experiences. Whether UbD is new to you or sparks your curiosity, this interactive presentation will provide you with resources to improve your instructional design process through reflective questioning and strategic planning.

Venue III - General Session: Interactive Teaching

Implementing Flipped Classes: Choosing Technology Tools that Engage Students and Promote Learning

Natalia Darling, University of Cincinnati Blue Ash College
Thomas Stringfield, University of Cincinnati Blue Ash College
Krista E. Wood, University of Cincinnati Blue Ash College
Eugene F. Kramer, University of Cincinnati Blue Ash College

The Flipped Classroom Methodology continues to be explored at all levels of education. Should you flip? Do you already flip? What technology tools are appropriate for your classroom, your subject, your style, your students' skills, your students' learning needs? This presentation reviews some flipping views explored in literature, as well as the technology decisions that may keep you up at night. Attendees will have opportunities to explore and discuss multiple out-of-class student engagement options that address a variety of learning needs and teaching goals.

5:30 p.m.

Dinner on your own or with ISETL friends