

ISETL Innovate! 2022

October 17, 2022

Conference Proceedings

8

Experiential Learning: Does Project-Based Learning enhance Students' Professional Competencies?

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Proposal Type

Research Session

Abstract

This study aims to deepen the phenomenon of professionalization in the academic field and specifically to understand if project-based learning can enhance students' autonomy and professionalization. Our analysis focuses on a project-based learning program, which offers to students the possibility to work on actual projects linked to socio-economical partners. The corpus of deliverables, which has been produced by the actors of this program (coach, students), has been analyzed for that purpose. Overall, our study shows that the concept of professionalization is predominant and that the one of self-direction keeps being implicit in students' verbalization.

Objectives

- Be inspired by the project-based learning program
- Use verbalization in their pedagogical practices
- Understanding experiential learning
- Integrate interdisciplinarity at university

Primary Audiences

Curriculum Specialists, Instructors/Faculty

Summary

Professionalization has become a major issue for French universities (Rose, 2018) and on a European scale with the Bologna process. The most important challenge here is to support

meeting the need reducing the gap between academic and professional fields. In recent years, the concept of “soft skills” has broadened the spectrum of professionalization. In this sense, supporting students toward their self-direction and professionalization is both an objective and a method. In our contribution, we consider project-based learning as one of those setting enhancing students’ professionalization. Here, we understand professionalization as the set of measures and actions aiming to enable students to develop their professional culture as well as their disciplinary and transferable skills. These actions are based on experience-based learning that promotes project-based learning connected to a professional field, as well as on support for students in their study and professional acculturation and later on integration.

Hypothesis: Our hypothesis is that professionalization learning settings that combine professional situations with project-based and experiential learning encourage students' development of professional competencies (project managing, group work, leadership, etc.) and have a positive impact on their ability to take responsibility and become masters of their own career path.

Learning Setting: The aim is to create a learning setting allowing students to take part in semi-professional and professionalizing experiences by taking part in a project committed by a university's partner. To achieve their mission, each team composed of 4-5 students is coached by a tutor. The main strength of the program is given by the diversity of students’ levels (from bachelor 1 to master 2) and their discipline. The learning outcomes required by each student, in order to validate this teaching are close to the project management skills.

Methodology: The aim of this exploratory study is to understand whether the implementation of a system based on experiential and project-based learning supported by the possibility of accessing a range of resources has an impact on students' awareness of their professional competencies. *Sample:* For this study, we have analyzed the “reflexive texts” (spontaneous self-evaluation production integrated on students reports) produced by thirty-seven undergraduate students (bachelors 1-2-3) taking part in seven different projects. Each student is free in his or her choice to access the resources (people or training or tools) offered by the program. In order to achieve our research aims, we propose to analyze students' writings (reflective practice proposed at the end of the project). These texts were not taken into consideration on the assessment and students volunteered to send them to us and that guarantees a part of their subjectivity. From these texts, we have realized a content analysis based on some “indicators” declined from the definition of Professionnalisation. The content analysis realized on students’ reflective texts (conscious competencies and skills) allow us to access students' reflections on 1) their objectives/motivations for taking part in this type of device; 2) the resources that they used at most; 3) the competences, knowledge, and skills that students think they have developed. As well, we have performed an analysis of the nature of the project in order to point out the targeted tasks to understand which competencies (transversal and disciplinary), knowledge or skills can be developed through the achievement of the mission. Additionally, we have performed an analysis of the seven projects by identifying the disciplinary and transversal competencies needed to realize the project. From the corpus of

"reflective texts" produced by the students, we analyzed the content and thus identified eight "indices" (explained in the article) (Le Bossé et al., 2004) enabling us to point out the process of professionalization and empowerment.

Results: Students' "reflective texts" are explicit about the experience they had and the skills they have developed. 18 students out of 38 (47.3%) state the motivations that led them to inscribe themselves in the PBL program. Of these, eight express their desire to have a professional experience: "It was a first for me to attend meetings bringing together people from different fields, whether academics or professionals" or "I wanted to do more practical than theoretical work, unlike almost all the courses offered by the university". 25 students out of 38 (65.7%) stated that they had developed cross-cutting professional skills, particularly in project management: "[The project] taught me above all about effective organisation, dialogue [...], to fully realise what the work of the various actors was all about, to understand the budgetary and material difficulties [...] and how to share responsibilities". Others say that they have "developed an open-mindedness... and personal self-direction" as well as "skills for reflection and innovation". 20 students out of 38 (52.6%) emphasise leadership skills: to "coordinate", "communicate", to establish a "good group dynamic", "be creative and join forces". Disciplinary or technical skills are also highlighted by 16 students (34.2%). As for self-direction, although it appears in all the indices, it is explicitly mentioned in 15 texts (39.4%): "I immediately liked the idea of carrying out a team project in autonomy but within a framework", "I liked having responsibilities", "we were given a lot of freedom". In general, the students were able to take advantage of the support and training opportunities. 23 students out of 38 (60.5%) mentioned tutoring, the project management module and peers: "taking part in meetings bringing together a variety of people, both academics and professionals. It was also enriching to work in a group", "We were able to support each other when we had difficulties". Finally, 81.5% of the students (31 out of 38) felt on at least one occasion that the project was difficult to run. Out of the total sample, 54% nevertheless drew a positive balance for their project and their development: "It was, at first, very complicated to manage to see us all at the same time. However, this obstacle turned out to be solvable". The results obtained in this exploratory research seem to partly confirm our hypotheses. Students value their professionalization above all through the system of the program, particularly through experiential, multidisciplinary, and project-based learning.

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Proposal Keywords: (3-5 keywords)

professionalization, project-based learning, experiential learning, higher education pedagogy

9

Developing Immersion Classes to Engage Students and Enhance Participation

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Proposal Type

Practice Session

Abstract

In preparing students for the professional world, theory to practice teaching is needed as it mirrors the professional world work arena. To emulate the professional world work arena immersion courses are developed whose exercises and class culture, by their very nature, engage students and foster participation. This session will discuss specific methods to create this class culture and multiple exercises.

Objectives

Analyze how one's class can be developed as an immersion class.

Develop specific methods to create an immersion class culture.

Apply detailed exercises into one's class to increase student engagement and participation.

Primary Audiences

Instructors/Faculty, Faculty Developers

Summary

How can classes be developed to enhance student participation and engagement?

To answer this question, an experiential case of how a class is structured and taught is presented in this presentation. This model is based on the revised Blooms Taxonomy, which is used to organize assignments, exercises, optional activities, and lectures. The class is designed to mirror the professional employment experience and encourages translation of theory into practical skills. To achieve this, the class is built around a semester long project.

An Immersion Course Design for Enhanced Student Participation

With the evolving nature of academia teaching is changing. Academia is constantly redefining itself and incorporating change; thus, sources become outdated very quickly, as well as examples. To be effective and have enhanced student participation in courses with material that is ever-changing, there is a necessity to utilize creative approaches. To think about creative teaching approaches, one can ask two questions: "How is student interest maintained throughout the semester"? "How can the student be immersed in the course"?

To reach various audiences and garner a positive class environment, exercises based on Blooms Taxonomy were created and specifically sequenced. The basis of the creative teaching approach is to immerse the student in learning the concepts of the class. The aim is for 100% attendance every class session, enhanced student participation, and to have the students know from the onset that what is learned in class is to be applied in the class and in their professional careers. The class should mirror the professional employment experience and integrate theory to practice. To achieve this, the class is built around a semester long project with immersive activities in each class session contributing to it. Here, team building and organization skills are put into practice. Another mechanism employed to mirror reality is the concept of termination. On the first day of class, students are told that they may terminate any group member who does not equally contribute to the outcome. If fired from their initial group, students must find another group to work for just as a fired employee must find another job. Since this concept has been employed, nobody has been fired and student complaints over other's work have been minimal.

The project and the class as a whole utilize Bloom's taxonomy as students' thinking progresses from remembering through creating. This is important as the student's will use these thinking skills as professionals to negotiate and solve the thorny issues that the field demands. Second, the creative teaching approaches have the students integrate theory to practice. It is far more effective for students to learn with multiple teaching methodologies that mirror their future employment opportunities than for them to be "lectured to". Professionals must be able to remember, understand, apply, analyze, evaluate, and create knowledge and information in various situations. With the plethora of laws and regulations, those who wish to work in managed care or healthcare in general, must remember them and how they are applied. Professionals must be able to understand much from what a physician is asking for to what family members need in a crisis situation. All of the concepts employed in the course mirror the professional world.

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2. How to Successfully Implement an Immersion Teaching Curriculum <https://www.fluentu.com/blog/educator/immersion-teaching/>

Proposal Keywords: (3-5 keywords)

immersion, participation, engagement, teaching

10

The Emergence of “LEADERGOGY” – How the Research Process Revealed a Novel Way of Teaching and Learning

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Proposal Type

Research Session

Abstract

Based on a three-phased study of 1054 participants, this panel introduces “LEADERGOGY”, a set of innovative teaching and learning methods for adult leaders in a leader development course. The study findings uncovered five themes: connection before content, student-centered facilitation, adaptable structure, and a deliberately orchestrated learning environment that creates a unique learning experience. The themes were overlaid with an interdisciplinary collection of existing frameworks and produced three distinct models as a blueprint for leader development courses: A Pinnacle of Standards, The Sharing-Thanking-Resonating (S-T-R) Zone, and Boundary, Authority, Role, Task, Purpose, and Relationships (BART-PR) Methodology for Teaching and Learning.

Objectives

Participants will walk away with:

- An understanding of Leaderogy, how it differs from pedagogy and andragogy
- An understanding of practical, empirically-researched models including Pinnacle of Standards, the Sharing-Thinking-Resonating (S-T-R) Zone, and Boundary, Authority, Role, Task, Purpose, and Relationships (BART-PR) Methodology for Teaching and Learning
- A blueprint for deliberately engineering practical methods for connection and introspection in both virtual and in-person education
- An enhanced ability to think about leader development education as a unique endeavor that invites innovative and engaging facilitation methods

Primary Audiences

Instructors/Faculty, Curriculum Specialists

Summary

This paper develops a new concept called “leadergogy” that explains the unique teaching and learning methods for adult leaders in the USAF Leader Development Course (LDC). This three-phased study answered two research questions by examining what 1054 participants and 18 instructors collectively communicated and felt about their teaching and learning experiences in a LDC. The study employed a three-phased approach. In phases 1 and 2, while data participants were different, similar data analysis was conducted using both quantitative and qualitative analyses. Phase 3 consisted of cumulative coding process and cross analysis of findings from phases 1 and 2 along with adding previously collected data from eight instructor interviews from AY 20 because they taught a few of the early courses in AY 21.

In phase 1, data was provided from the Air Mobility Command (AMC) representative who organized all Squadron Leader Courses (SLC) and oversaw the planning and execution of the in-person courses at Scott Air Force Base. The LDC-CM portion of the SLC consisted of two half-day sessions on content related to the human domain of leading a squadron. Data was coded from all questions in the end of course survey results related to LDC-CM from participants (n=165) in three iterations of the AY 21 LDC-CM (called the LDC-CM Alpha Test) to assess the effectiveness of the new LDC-CM program.

In phase 2, we examined end of course survey results from students (n=889) from 15 iterations of the AY 21 Leader Development Course and data collected from informal discussions with instructors (n=10) regarding their thoughts and feelings on teaching and learning for them and students. Data was collected and coded from eight questions used in the survey and transcript analysis from the instructor discussions that supported three objectives:

#1. Assess the Content Value / Area of Impact

Q20-23: “What were the three most (least) valuable areas of instruction?” Explain top three.

#2. Assess the Application of Learning / Level of Impact

Q24: “How do you plan on applying what you learned in this course?”

#3. Assess Course Effectiveness / Depth of Impact or “Student Experience”

Q13: “How would you rate the quality of your online/virtual education in LDC?”

Q14: “The course better prepared me to thrive in the unique context of leading a sq or sim org”

Q18: “Rate your experience with the following aspects of the course.”

In phase 3, cross analysis of the findings from phases 1 and 2 produced categories and themes. We examined what AY 21 students (1054) and AY 20-21 instructors (n=18) said and felt about

how and why the teaching and learning is different in the LDC as well as the LDC-CM Alpha to answer the research questions. Qualitative data analysis was conducted via a cyclical process of cumulative coding cycles as shown in Figure 4.

Figure 4. Cumulative Coding Cycles

Six pre-codes were based on the concepts of teaching, learning, student experience, instructor experience, effective, and not effective. During cycle 1, descriptive, In vivo, and values coding produced 31 primary codes and 148 sub codes. Through axial, focused and pattern coding in cycle 2, the data was organized into 20 categories. Finally, five themes emerged from cycle 3.

Five themes emerged that described a shared authority in the teaching and learning that emphasized connection before content, structured relevant content in meaningful ways, provided unique delivery that engaged all learning styles, and orchestrated the learning environment that culminated in a collectively powerful experience for all participants. The themes were overlaid with frameworks from leadership studies, psychology, teaching and learning, and group relations to understand the voices of participants in relation to the literature. The research validated previous studies on the Student Experience Ecosystem and prompted the creation of three distinct ways to better understand and illuminate a new model of teaching and learning called "leadergogy": 1.) LDC's Pinnacle of Standards, 2) The Sharing-Thanking-Resonating (S-T-R) Zone, and 3) LDC's Boundary, Authority, Role, Task, Purpose, and Relationships (BART-PR) Methodology for Teaching and Learning.

Our project provides four overarching implications for the wider educational field, professional military education, and the USAF and now USSF. First, this research provides three novel frameworks that compose a new model of teaching and learning called leadergogy: LDC's Pinnacle of Standards, the S-T-R Zone that explains the safe space for learning, and a BART Methodology (Boundary, Authority, Role and Task) for Teaching and Learning. Second, these new frameworks are situated with an empirical understanding that honors the voices of students AND teachers, which is key to the shared authority between instructors and students as co-learners and co-teachers. Third, the research advocates for a variety of teaching and learning methods (e.g., music, coaching, improv, etc.) that allows for inclusion of all learning styles. With little to no lecture or informal lecture, emphasis is placed on more discussion as a learning tool and prompt-based discussions where learning emerges based on the readings as well as the collective knowledge, experiences, and inquiries of the group. This approach is rooted in more interactive and experiential based activities where students develop and apply the new knowledge and skills in concert with instructors that goes beyond the traditional three domains of learning (cognitive, affective, behavioral). Relationships and both the student experience and teacher experience are at the heart of learning. Fourth, the research addresses three of the four key attributes in CSAF's Action Orders on Accelerating Change or Lose: Airmen, Bureaucracy, and Design Implementation (2018). The research 1) reinforces the "Airmen" concept that sees all participants as learners and teacher with "universal skillsets that are important to all Airmen regardless of their specific Air Force Specialty Code"; 2) advocates

for our educational bureaucracy requires a “tune-up”, and 3) identifies “systems and programs that are outdated” that need a new design for more effective learning and leadership that “will make us competitive in the future high-end fight”.

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Proposal Keywords: (3-5 keywords)

Leader development, pedagogy, teaching methodology, improv, coaching

11

The Impact of Microaggressions on Student Sense of Belonging and Classroom Community

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Proposal Type

Practice Session

Abstract

Microaggressions are subtle, but insidious, acts that can leave students feeling disconnected and devalued from their peer group. In this session, participants will learn about different types of microaggressions and how to address them effectively in a learning environment. As the sociopolitical climate of the country has shifted and increasing incivility occurs in educational settings, professors need tools to recognize microaggressions, address the behavior promptly, and maintain expectations for students' behavior and comportsment.

Objectives

In this session, participants will learn about the innovative work of Sue et al. (2007), and the various types of microaggressions that can occur in the classroom. A secondary aim is to provide participants with specific tools and techniques to address a microaggression when it occurs. A final goal is to ensure students who are affected by the insulting act are shown respect and consideration. By the conclusion of the session, participants should feel a sense of agency at creating a classroom that is psychologically safe for their students.

Primary Audiences

Instructors/Faculty, Higher Education Administrators

Summary

Microaggressions are pervasive slights and indignities aimed at marginalized groups (Sue et. al., 2007). The source of these affronts stem from discriminatory and racist attitudes that emerge in conversations and other forms of communication (Boysen, 2012). "Studies show that nationally nearly 90% of African Americans and 77% of other ethnic minorities reported experiencing racial discrimination compared with 21% of Whites" (Ogunyemi et al., 2020, p. 98). This racial reckoning is compounded by the fact that Whites can recognize

microaggressive behavior and its negative impact, but often do not speak up to address it (Midgette, et al., 2022).

Research indicates that a significant number of microaggressions are based in unconscious beliefs about the abilities, characteristics, and qualities of specific groups. Microaggressions can take many forms: verbal, behavioral, and environmental. A verbal microaggression is a statement, declaration, or question that is damaging or slighting to a particular marginalized group of people. An example of a verbal microaggression would be asking "Which sport do you play?" when discussing college admissions with a BIPOC student.

A second type of microaggression, behavioral, occurs when someone acts in a way that is exclusionary or discriminatory to an underrepresented group. An example of a behavioral microaggression would be a salesperson ignoring a transgender person who has been waiting for service and instead addressing a cisgender person first.

The final type of microaggression is environmental. This class of microaggression relates to discrimination on a societal scale. If an underrepresented student walks around campus and is constantly confronted with monuments, buildings, and other remnants of a racially divisive past, it can be analogous to an environmental microaggression.

In everyday life, these interactions cause stress, emotional angst, and personal devaluing. Research within educational environments has shown microaggressions have a deleterious impact on student achievement, sense of belonging, persistence, and self-worth (Solorzano et al., 2000). These effects are compounded by the increasingly hostile environment BIPOC students are experiencing across the country. Students who are seeking an education in these unwelcoming settings need faculty who are aware of microaggressive behavior and know how to effectively address it when it occurs.

The theoretical framework for this session is based in the work of Sue et al. (2007) who established terms and operational definitions related to microaggressions. The following phrases will be explained and positioned in a larger discussion to help participants decipher the various ways microaggressions seep into the learning environment.

Microassaults are derogatory statements, words, or actions used to attack the recipient. An example of a microassault would be using racial epithets or displaying symbols of ethnic violence such as a swastika. A classic example of a microassault is a person using intentionally harmful language and then, in the face of disapproval or contempt, saying "Can't you take a joke?"

A microinsult is a comment or action that is insensitive and demeaning but, unlike a microassault, is oftentimes unconscious. One kind of microinsult is heard frequently in academic circles when the issue arises of ways to increase the diversity of the student body. A faculty member may espouse the position, "we should focus on recruiting diverse and qualified students." The implication is that the two are mutually exclusive.

The final type of microaggression is a microinvalidation. When a member of a non-oppressed group attempts to minimize or invalidate the experiences of a marginalized group, a microinvalidation has occurred. A man telling a woman that sexism no longer exists because the country elected the first female Vice President is a type of invalidating microaggression.

In this practice session, it will be important for participants to not just be knowledgeable about the various types of microaggressions, but also understand how to address them quickly and effectively. The next part of the session will be divided into steps to take prior to and after the microaggression has taken place.

While faculty cannot promise a microaggressive-free space for their students, they can take proactive steps to cultivate a learning environment that is inclusive and respectful. This involves establishing classroom norms for discussions and group work, helping students use correct terminology when addressing each other, and incorporating microaffirmations in the classroom. Microaffirming interactions can validate and support students' experiences which creates a sense of trust in the classroom setting.

Next, participants will be given specific tools to employ after a microaggression has happened. These techniques involve asking for clarity, reframing the conversation, and grabbing the

“teachable moment.” As painful as it may be for the students who were affected, there is always a message in the chaos. Because many microaggressions are unconscious, the perpetrator may appear to be well-intentioned. Oftentimes, faculty feel hesitant to speak up when a microaggression happens, but it critical to understand that the negative impact on targeted students should be the focus, not on what the offending person intended to say/do. To conclude the session, an opportunity will be provided to work through case studies to apply what was learned.

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Proposal Keywords: (3-5 keywords)

Classroom Climate; Inclusivity; Student and Faculty Attitudes; Microaggressions

12

An analysis of student reflections and their outcomes when transitioning from an e-hybrid service learning course to an extreme service learning course in a mid- pandemic setting.

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Proposal Type

Research Session

Abstract

As the COVID 19 pandemic impacted the world in all daily-living and work aspects, it has affected the higher education landscape in numerous ways such as shifting to remote teaching across campuses nationwide, faculty and staff isolation, enhanced stress and anxiety among students, staff and faculty, alike and finally initiation and implementation of administrative policies for course modifications (even if they were originally distance learning courses and /or hybrid courses).

The purpose of this project was to demonstrate quantitative and qualitative student assessment outcomes from a shift from an e-hybrid service learning based course to an extreme e-service learning course.

Objectives

Participants will be able to :

1. Differentiate between an e-hybrid service learning course and an extreme-service learning course.
2. Describe the role of reflections in a service-learning based course.
3. Appraise the student outcomes in terms of quantitative assessment findings as well as qualitative assessment findings as a shift in the pedagogy mode mid-pandemic

Primary Audiences

Early Career Faculty, Instructors/Faculty

Summary

As the COVID 19 pandemic impacted the world in all daily-living and work aspects, it has affected the higher education landscape in numerous ways such as shifting to remote teaching across campuses nationwide, faculty and staff isolation, enhanced stress and anxiety among students, staff and faculty, alike and finally initiation and implementation of administrative policies for course modifications (even if they were originally distance learning courses and /or hybrid courses).

E-hybrid service-learning based: course design and implementation

E-hybrid service learning is an e-version of service -learning and involves various varieties/models such as Type 1 (where 100% of the course instruction is fully online and the service-learning activity/projects happen fully onsite), Type 11 (where 100% of the service-learning activity occurs fully online and the course instruction happens fully onsite) and Type 111 (blended class which offers course instruction and service-learning partially online and partially onsite)

The undergraduate course which I had originally designed fitted into the Type 1 model. It had service-learning as one of the integral course assignments and course participants were required to engage in 20 hrs. of on-site service-learning activity/projects. The entire course instruction was conducted fully online (100%). Participants were provided with a list of community organizations along with the names of contact persons and though this was not an exhaustive list, it greatly assisted in picking organizations of their choice.

Participants were asked to provide 'multiple reflections' throughout the 16-week semester. A total of three reflections (pre-reflection, reflection and post-reflection) were submitted (each reflection piece was graded with a 'rubric' designed to assess participant ideas, content and flow. This was tailored to reflect progression in participant contributions throughout the

semester). Participants received in depth feedback from me via the rubric as well as via the Learning Management System (LMS) based paper-based and comment grading.

Finally, participants are asked to provide an end of semester 'community portfolio' assignment where they are required to reflect on the entire service-learning experience from start to end and write about how it affected/changed them based on their prior academic background.

I decided to transition my e-hybrid service-learning based undergraduate community health course from its current Spring 2020 version (where learners did most of their course work fully-online except the in person service-learning community based involvement via projects, observations and research) to a modified version akin to an extreme e-service learning course where the learners could engage in their course work and service-learning experience via remote fashion - i.e. not requiring in person meetings or service work at a physical community location

To make this alteration at a moment's notice mid-way through the semester was extremely challenging and stressful. I'll highlight a few modified features: a) learners were asked to modify their 'reflection' assignments-learners were asked to write their thoughts and interpretation of communities and community organizations based on researching the community or the community organization via the internet (this included understanding the vision, mission and the work involving these organizations). Additionally, learners were encouraged to meet community leaders and/or organization heads via video-based or telephonic interviews.

The purpose of the current project was to compare and contrast 'student reflections' from a pre pandemic online course environment (Type 1 e-hybrid online environment) to the pandemic environment (novel extreme e-service learning environment) in term of students success, student challenges and meanings of a service-learning project via a mixed -method analyses.

Methods: This project was approved by the Institutional Review Board at a Southern University and course based data was analyzed in 2 distinct but related ways a) student reflection rubrics were analyzed in aggregate over 3 semesters to demonstrate the changes in student reflections over a mid-pandemic period. Additionally, qualitative data from student reflections of their in -person service learning experiences and a mid-pandemic shift to online service-learning experiences were analyzed.

Results showed a shift in quantitative rubric parameters for assessing student reflections as well as a shift in qualitative themes emerging from these reflections from a pre-pandemic to a mid-pandemic service-learning environment.

Conclusion: A shift in the student perspective from a pre-pandemic setting to a mid-pandemic setting in implementing service-learning based pedagogy was expected. Challenges presented

to the instructor while designing and implementing the course and for students taking the course will be additionally discussed.

Significance to the audience and practical application: The significance of this study lies in two aspects: a) an innovative design of an e-hybrid service-learning based course and b) further modification of this course mid-pandemic to an extreme-e-service learning based course mid-pandemic. The benefits of a real -world application based undergraduate class would be discussed along with its practical applications along with the practical challenges to build it as an e-hybrid class and then to modify it as an extreme e-service learning class will be discussed with participants in detail.

Participants will be involved in any inputs and suggestions throughout the presentation as well as will be asked solutions for some of the challenges faced by the speakers either in implementing the course or analyzing the data. Every effort will be made to share the course shell with the audience to demonstrate the course design and layout as well.

Finally, suggestions and inputs will be sought from participants to address designing service-learning based courses in future either at the undergraduate or graduate levels, keeping in mind that pandemic preparedness will be an important piece of the higher education landscape for years to come.

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Proposal Keywords: (3-5 keywords)

e-hybrid service learning, extreme e-service learning, Student reflections, Rubrics

14

What Have We Learned Through Covid-19? Fostering Engagement and Collaborative Relationships in Remote Learning

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Northern Kentucky University, Highland Heights, Kentucky, USA

Proposal Type

Practice Session

Abstract

In this session, two faculty members from NKU's College of Education will share their strategies and practices for encouraging student collaboration and engagement in a remote learning environment. Participants will see creative and innovative techniques for building dynamic learning experiences with the use of different technologies and creative approaches.

The examples, strategies, and approaches presented in this session will demonstrate multiple technology tools used to create learning opportunities for students. Participants will also take away a resource list of additional free tools to use in their own classes whether they are remote or in person.

Objectives

Participants will gain knowledge on free technology tools that will assist in creating learning activities for students to complete in small groups or as a whole class.

Participants will gain innovative ideas on how to create and promote active group work to engage students.

Participants will actively engage with several free tools such as Nearpod, Lumio, and Jamboard.

Primary Audiences

Instructional Technologists, Instructors/Faculty

Summary

There is no doubt that over the past 2 years of remote learning we have changed as educators. In many ways, COVID has challenged us to be more intentional and innovative with our online course design and student activities. Interactivity, group work, and collaboration do not need to be lost while learning in a remote setting. In fact, out of these innovative ideas and practices have come new ways of engaging students and new methods to help them to work and learn together. The focus is to deliver high quality instruction in a way that continues to support strong student engagement, active learning, and rigor, all while largely teaching in a remote setting.

In any course, student engagement and building strong relationships are important components. In an online or hybrid environment, what options are available to engage students in a way that fosters collaboration and builds relationships? How can we ensure students have the opportunity to continue to work together and develop important social connections with each other even while learning remotely?

In this session, two faculty members will share multiple ways in which their course design focuses on not only teaching students course content, but also infusing engaging, student centered activities that help to build relationships with each other and the faculty member.

The presenters will share how to use free remote learning tools to enhance student engagement and social interactions among students. The session will also show strategies for how to use a variety of free technology tools to support remote learning and student collaboration.

A special education educator will share her innovative approaches for building digital stations and digital games to help students work in groups to learn and practice content.

A technology educator and instructional designer will share several tools she uses in her course to actively engage and build student relationships within synchronous Zoom sessions.

Participants will then experience several learning tools by actively engaging and practicing with Nearpod, Lumio, and Jamboard. Participants will see first hand how these tools enrich and enhance the learning experience. These tools can be used in an online or in person classes to foster and promote learning and collaboration among students.

Participants will leave the session with a clear understanding of the impact these tools can have in a class. They will also be given a resource list of additional free technology tools to use and share with others.

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Proposal Keywords: (3-5 keywords)

remote learning

collaboration

student engagement

15

Video-Reflection for university professor: a case study in Korea

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Proposal Type

Poster Session

Abstract

Video-Reflection(VR) is often a mandatory requirement for promotion of university professors in Korea. But it is difficult to find research on the effect of VR applied to university professors. This study has the significance and novelty in the following point. First, empirical evidence for the positive effects of VR is presented through pre-post test results ($p < 0.01$). The second point is presented the voice of the field about the university lectures that university professors and students have talked through interviews with participants after VR implementation. Lastly, practical suggestions for the effective implementation of VR are presented.

Objectives

This study is a case study conducted with three university professors to investigate the effect of Video-Reflection (VR). VR is a program that university professors participate in to improve their teaching skills, but it is difficult to find reports on the practical effects of VR. This study will provide useful information to university professors, educational researchers, and instructional designers around the world, as it proposes the effects of VR and how to use it effectively.

Primary Audiences

Instructors/Faculty, Faculty Developers

Summary

Introduction

As the importance of teaching at universities increases, various types of teaching training are being tried to university professors. Recently, various types of teaching training such as online teaching training, small group teaching training, FLC (Faculty Learning Community) are being conducted and its effect was positive (Ward et al., 2015). On the other hand, teaching training for university professors is related to their probation or promotion (Gibbs & Coffey, 2004), and sometimes it is performed as an obligation rather than an autonomous one. In Korea, various

teaching training is also being conducted for university professors, among which teaching training is required for promotion or tenure. Video-reflection(VR) is sometimes mandatory in relation to the promotion or re-appointment of the university professors. This study is a case study that verified the effect of VR on university professors' teaching.

Methodology

The method of verifying the effect of video-reflection(VR) was the comparison of teaching evaluation scores before and after the implementation of VR. In addition, three university professors and three students were interviewed to analyse the advantages and effects of video-reflection.

Finding

The results of the measuring lecture evaluation after VR showed that the score of some items was statistically significantly higher than the score before VR ($p < 0.01$). The results of the interview showed that VR is useful for discovering and improving the teachers' behavior habit (body gesture, habit, eye contact, etc.), a conversation with an educational expert helped university professors understand the principles and practices of teaching. The students' feedback which an educational expert conduct after the class observation had the advantage of being able to know the opinion and frank attitude of the students about individual university professors.

Implications

Currently, many universities in Korea are using VR as teaching training. In some cases, feedback from an educational expert is included, while only self-reflection using a self-checklist is used. VR is an effective way to modify teaching behavior. Through VR, university professors have the opportunity to look into their lectures from the student's point of view, and become interested in their lectures and teaching behavior while watching their recorded videos. This alone can be said video-reflection have played an excellent role in the university professors' teaching training.

Through this study, it was found that VR is an effective method to improve the teaching behavior of university professors. These results are similar to those of Powell (2016), who conducted VR on 19 pre-service music teachers. He reports that 19 pre-service music teachers made a lot of critical comments about their physical traits, habits, and physical appearance

through VR and tried to improve them. In this study, three university professors who participated in the VR reviewed their appearance using self-checklist while watching the recorded video. And they found out what their behavior characteristics (gestures, pronunciation, eye contact, etc.) and their behavior must be modified. Therefore, if the professor has a problem with teaching behavior, it is effective to provide a recorded video and a self-checklist to find the problem oneself rather than to point out by an educational expert or colleagues. The reason is that the recorded video does not need to be explained in detail and the professor can objectively check the situation with one's own eyes.

However, if university professors have problems other than behavior problems, it is effective to use student feedback (teaching evaluation) or expert feedback. Three professors who participated in the case study said they learned more about teaching through student feedback and expert feedback. They said that through student feedback, they learned in detail how well they understood the content of the lecture, and what were their satisfaction and dissatisfaction with the lecture. These results support the findings of Tripp and Rich (2012) and Powell (2005). Tripp and Rich (2012) analysed studies related to video-reflection, and the results showed that participants who participated in video-reflection preferred video-reflection with peer or trainer rather than self-reflection.

Powell (2005) conducted a case study which teachers engage in reflective conversations with colleagues or educational experts while watching recorded video. As a result, teachers created an environment for students to do active learning, interacted more with students, tried to develop higher-order thinking skills, and considered students to be more proactive in learning. As a result of the lecture evaluation measurement in this study, the items improved in the post-test were 'clarity of content delivery', 'learning facilitation', 'appropriateness of feedback', and 'active learning'. The results of this study are partially consistent with those of Powell (2005).

University professors who participated in this study also said that they were more helpful in preparing lectures through the advice of an educational expert. The educational expert's advice is on how to organize a lecture, why is it important to get students into class, how to get students into class, how to ask questions, and how to respond to student questions, and how to evaluate learning, etc. In other words, it seems that university professors learned how to clarify the delivery of learning content, how to have students actively participate in learning, and how to give feedback to students' questions through conversations with an educational expert.

Therefore, when conducting a VR in university, it is more effective to conduct with an educational expert's conversation in parallel, rather than only self-reflection using a self-checklist.

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Proposal Keywords: (3-5 keywords)

Video-reflection, faculty development, university professor

16

Supportive Feedback for Non-Native Speakers of English in Online Graduate Education

Dr. Laurie Bedford

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Proposal Type

Practice Session

Abstract

Online graduate education presents a myriad of challenges for the student. For non-native English speaker, these challenges may be exacerbated by language barriers. While English language learning students need to demonstrate a level of English proficiency as part of their application for admission to graduate school, basic proficiency does not always mean that they have a comprehensive set of language tools to be successful. This session will provide strategies and consideration for feedback that support online graduate non-native English speakers.

Objectives

Describe the language acquisition process as it relates to online graduate education

Recognize the special needs of non-native English speakers in online graduate education

Identify feedback and support strategies to support the non-native English speaker in online graduate education

Primary Audiences

Faculty Developers, Instructors/Faculty

Summary

Note: This is a repeat of a session I submitted last year that was accepted but I was unable to present. I am resubmitting to present it this year.

Online graduate education presents a myriad of challenges for the student. For the non-native English speaker, these challenges may be exacerbated by language barriers. While English language learning students need to demonstrate a level of English proficiency as part of their application for admission, basic proficiency does not always mean that they have a comprehensive set of language tools to be successful (Albashtawi, 2019). Given that English language learning should be considered a life-long, ongoing process (Cummins, 2008), targeted faculty support is important.

The language learning process often focuses on the acquisition of conversational skills for which proficiency can take up to three to five years (Hakuta, et al., 2000). Students with developed conversational skills are able to use the English language to communicate in everyday situations to share ideas, ask questions, and accomplish tasks. Students are typically able to develop conversational skills quickly because of the social and environmental context that complements everyday language use (Cummins, 1999).

In order to be successful academically, students also need to develop academic language proficiency. Academic language is the communication skills that students use to engage in the unique discourse used in classroom and other academic situations. Academic language is more difficult for students to master because of the complex, higher-order cognitive skills needed to participate in abstract discourse (Cummins, 2008).

Faculty need to be cautioned that students who have well developed conversational skills may still be working towards the academic language proficiency needed to perform successfully in the online graduate setting. Underdeveloped academic proficiency may create challenges for learners as they strive to fully comprehend and internalize discourse presented in the online academic environment where contextual cues may be absent (Cummins, 2008). This may be especially true with regard to assignment feedback, which presents content as well as context challenges for the English language learner. Therefore, faculty may need to consider a broad range of communication techniques to support this group of students.

In this session, feedback and support strategies that may be most effective with non-native English speakers in online graduate education will be presented and discussed within the context of the language acquisition proficiency requirements of reading, writing, listening, and speaking (Cambridge Michigan Language Assessments, 2015).

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Proposal Keywords: (3-5 keywords)

English language learning, online graduate education, feedback

17

Investigating personal and social competence of teachers emotional intelligence.

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Proposal Type

Research Session

Abstract

Teaching is a profession that now carries with it increased demand leading to increases in pressure. These pressures can lead to stress and the inability to manage these stresses can lead to absence and attrition. Teachers require opportunities to better understand these pressures and increased demand. A strategy that can be used to examine pressures and demands of teaching is of emotional intelligence. An investigation, using mixed methodologies, was carried out to examine teacher participants personal and social competence. Results highlighted the value of emotional intelligence in engaging teachers perceptions towards their own teaching practices.

Objectives

The audience will be able to develop an awareness of personal and social competence. This will be important because it will split different factors of self-awareness and emotional regulation (personal competence) and empathy and relationship building (social competence). Based on this, the audience will be able to dissect the components of personal and social competence from where they can used applied strategies for teaching practices.

Primary Audiences

Curriculum Specialists, Instructors/Faculty

Summary

This study explored teachers' perceptions of what emotional intelligence is and how important they feel it is in teaching and working within an educational environment using Personal Construct Psychology (PSP; Kelly, 1955).

A purposive sample of male and female teachers (n=20) from primary, secondary, further and higher education were recruited for interviews.

Using a PCP repertory grid framework, participants structured their ideas into a series of personal constructs and elements in the form of a repertory grid. A personal construct from a PSP perspective enabled differentiating between objects. Each construct has two poles which are opposite extremes of the construct. Elements are the contexts in which the constructs are understood and may relate to different aspects of a teacher's or educator's role beyond teaching directly, such as pastoral care, dealing with challenging situations, interactions with other staff.

This enabled participants to structure their perceptions, feelings and ideas of emotional intelligence within their own education setting into a repertory grid. '...the basic output is a grid in the form of n rows and m columns, which record a subject's ratings, usually on a 5- or 7-point scale, of m elements in terms of n constructs' (Dillon, 1994, p 76). A repertory grid is 'a form of structured interviewing, with ratings (or without), which arrives at a precise description uncontaminated by the interviewer's own viewpoint' (Jankowicz 2004, p.14).

Repertory grids also had advantages over other methods, including avoiding some sources of researcher bias, precision in defining of concepts the possibility of determining the relationship between constructs (Boyle, 2005). While individual grids are ideographic, they also offer the possibility of aggregating a number of grids to be used as nomothetic research instruments. The whole process will be underpinned by the Total Quality Framework (TQF; Roller & Lavrakas, 2015) which highlights the importance of the credibility, analysability, transparency and usefulness.

Data analysis highlighted the importance teachers attached towards personal and social competence and EI. This data also highlighted that teacher participants valued the use of enhancing specific aspects formed from each competence. For example, self-awareness and management of emotions was important for personal competence. In addition, skills for employing empathy and enhancing social skills were necessary for social competence. The quantitative data highlighted how all sectors within education valued the utility of personal and social competence Taken together, these results highlighted the importance of mixed methodologies when concerning EI and teaching Further, the results also highlighted that future research practices need to examine EI from the perspective of trainability among teachers from the U.K.

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Proposal Keywords: (3-5 keywords)

Emotional Intelligence, Teachers, Methodology, Personal Construct Theory, Competence.

18

Using good instructional design to inform gamified learning

Dr. Aaron Chia Yuan Hung

Adelphi University, Garden City, NY, USA

Proposal Type

Practice Session

Abstract

This presentation showcases an example of using good models of instructional design, such as Universal Design for Learning and theories from the learning sciences, to inform the design of gamified learning. It argues that good gamified learning is also good instructional design. This form of gamified learning has been refined over the years through a design-based approach. Through this demonstration, I hope to show how there are more diverse ways of using gamified learning than through enhancing student motivation. This method also allows us to base our gamified learning on more solid research.

Objectives

This presentation showcases an example of using good models of instructional design, such as Universal Design for Learning and theories from the learning sciences, to inform the design of gamified learning. It argues that good gamified learning is also good instructional design. This form of gamified learning has been refined over the years through a design-based approach. Through this demonstration, I hope to show how there are more diverse ways of using gamified learning than through enhancing student motivation. This method also allows us to base our gamified learning on more solid research.

Primary Audiences

Curriculum Specialists, Instructors/Faculty

Summary

The presentation will begin with a brief overview of research on gamification in higher education and the key insights gathered. It will also discuss some of the limitations to such approaches and the challenges it poses to those interested in using gamification but do not know how to design a gamified learning experience and/or do not have the tools to implement it. It will then summarize some of the best instructional design models recommended for online

learning, such as Universal Design for Learning (Novak & Thibodeau, 2016) and research from the learning sciences (National Academies of Sciences, Engineering, 2018; Nilson & Goodson, 2018). Then it will show how gamified learning can be designed based on these learning principles and aligned with current research on what kinds of learning environments help people learn. In other words, the way to design gamified learning already exists in these instructional design models.

Most of the presentation will then be devoted to demonstrating a model of gamified learning that was designed based on learning principles from UDL and the learning sciences. The examples come from gamified learning implemented in small, online courses in a graduate school of education. Although these specific cases occur in fully online, asynchronous classes, it can be modified to other modalities. The elements of gamified learning used include levels, power ups, leaderboards and badges. The rationale of how each of these were designed, and how they were used will be discussed and demonstrated using mock up students. The design has also been continually modified to account for how students have responded to the gamified learning. I will discuss the lessons learned, what worked and what did not, and how modifications were made to improve the design and implementation.

Many studies on gamification depend either on access to paid applications or tools designed in-house by the researchers. This means that even if the approach worked and yielded positive results, it would be hard for others to implement unless they have access to these tools and/or are able to pay for it. The cases used here were all been designed within Google Sheets, an application that most audiences will have access to and may be familiar with. Google Sheets was where students saw the results of the gamified learning and where gamified learning was implemented (i.e., where the levels, power ups, leaderboards and badges were given). A further benefit of using something like Google Sheets is that it is broadly adaptable. Audiences will be able to see the coding behind the scenes and ask questions about the rationale behind design choices.

The presentation will end with an open discussion of how faculty can come up with their own gamified learning designs based on their classroom circumstances and teaching philosophy. Participants who are interested can be given access to Google Sheets templates they can use to design their own gamified learning.

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Proposal Keywords: (3-5 keywords)

gamification, gamified learning, instructional design, online learning

19

Utilizing Adult Learning Principles and Universal Design for Learning in Teaching to Advance Student Success

Dr. Peggy K Rosario

Gwynedd Mercy University, Gwynedd Valley, PA, USA

Proposal Type

Practice Session

Abstract

How can Knowles' (1984) principles of andragogy be leveraged in teaching to support student success? In this session, I will explain the six principles of andragogy, which are the need to know, self-concept, learning from experience, readiness to learn, orientation to learning, and internal motivation. How these principles align with Universal Design for Learning (UDL) Guidelines will also be discussed. As I explain each principle, we will discuss how faculty can leverage these to innovate their teaching to improve student engagement and learning, and ultimately help students be more successful academically.

Objectives

Distinguish between pedagogy and andragogy.

Identify the six principles of andragogy and their relation to Universal Design for Learning.

Discuss potential strategies to integrate the principles of andragogy into teaching.

Create plans to integrate the principles of andragogy into teaching.

Primary Audiences

Instructors/Faculty, Faculty Developers

Summary

The demographic profile of college students is shifting from traditional-aged to predominantly adult learners. Andragogy, or the study of adult learning, can provide insights into how to

teach adult learners effectively. The traditional pedagogical approach of instruction where the faculty member is a “sage on the stage” shifts to a “guide on the side” approach in andragogy. The “father of andragogy,” Malcolm Knowles (1984), identified six principles of adult learning that when honored can create more highly engaging learning experiences to meet individual student needs and foster a higher likelihood of academic success. In this session, I will discuss the principles of andragogy, their linkage to Universal Design for Learning (UDL) guidelines, and how faculty can implement them into their teaching.

According to Knowles (1984), adults focus on the need to know. Which relates to “recruiting interest” in UDL (CAST, 2018). Understanding the goals of learning and how they benefit one’s life are critical. A faculty member should make learning outcomes clear, but also provide a broader context for how those outcomes relate to the world outside the classroom. Helping students see how learning is sequential, and what is being covered now will help the student learn additional content in the future, can also help address that need to know. Recognizing the negative impact of not achieving the needed learning is a vital component of that understanding because it helps reinforce the need. Taking the approach of a guide on the side, a faculty member encouraging students to identify for themselves why they need to know the content can create a deeper connection to the learning.

A second principle of andragogy is that of self-concept (Knowles, 1984), which relates to “self-regulation” in UDL (Cast, 2018). Adults move beyond being dependent and become self-directing (Knowles, 1984). In pedagogy, students are dependent on the faculty member to teach them. In andragogy, the faculty member guides students to help them find meaning. The idea of self-directed learning relates closely to the Universal Design for Learning guidelines where options are provided to engage students in their learning, learn the content, and demonstrate their mastery of the content (CAST, 2018). The more flexibility that faculty can provide students in how they approach their learning, what format the instruction is provided in, and the ways they assess learning, the more successful students can be because they can choose the path that best works for them. Some simple examples of how this could work are the following:

The third principle is to engage the prior experience of the learner (Knowles, 1984), which also relates to “recruiting interest” in UDL (CAST, 2018). One of the most interesting things about teaching adults is the vast experience they bring to the classroom. Encouraging students to share their experiences with each other validates them and creates additional peer learning opportunities. A faculty member honoring students’ expertise is one of the most effective ways to demonstrate the guide on the side teaching approach. Explaining the theory behind what students already know reinforces their experience and creates an “ah-ha” moment that deepens learning.

Readiness to learn is the next principle of andragogy (Knowles, 1984). This is one area where traditional-aged students and adults can vary greatly. A young person might enter college without any idea what they want to do in life, and that can create barriers to their readiness to

learn because they are not yet committed to it. Adults know the challenge that taking classes creates for their family and work lives so they must have a strong commitment to be ready to learn in the face of those challenges. However, this readiness to learn can also create resentment for adults when degree programs require courses that they are not interested in taking. Some ways to help improve readiness to learn are inherent in the Universal Design for Learning Guidelines in providing multiple means of engagement. CAST (2018) recommends that faculty provide multiple ways to stimulate students' interest, as well as "provide options for sustaining effort and persistence... (and) self-regulation."

The fifth principle of andragogy is that adults' learning orientation is life-centered and problem-centered (Knowles, 1984). This means that adults do not want to learn in the abstract. They want concrete examples of how learning applies to their lives. In UDL, multiple means of representation and action and expression provide opportunities for this (CAST, 2018). Asking students to relate the topic to their experience is a wonderful opportunity to create a life-centered orientation. Providing examples of how other students were able to use the learning in their lives outside of the classroom could help reinforce this important principle. Because adults thrive on solving problems as part of the learning process, building problem-solving activities into the coursework is important. Offering case studies for students to deliberate over, or even ask students to identify their own problems to solve can create greater engagement.

An internal motivation to learn is the final principle of andragogy (Knowles, 1984). This internal motivation relates to performing better at work, feeling better about themselves, and improving the quality of life. While the external motivation of better pay or a work requirement for additional education may motivate adults, recognizing that intrinsic factors can be more important is critical. When faculty consider what motivates adults, they can look back at the other principles and realize self-directed, life-centered, and problem-solving approaches can support motivation.

Considering how students' lives affect their learning is an important theme that runs through the principles of andragogy. Embracing the idea that students bring a lot to the table and leveraging that into teaching approaches can create a more satisfying and successful learning experience for students.

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Proposal Keywords: (3-5 keywords)

Andragogy, Motivation, Experience, UDL

20

Using immersive simulation to support skill-building in higher

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Proposal Type

Practice Session

Abstract

SIMPACT immersive learning is a mixed reality process that utilizes avatars and live actors to enhance skill-building. SIMPACT can be used in most subject matters in higher education to help students practice communication and skill-building. This session will demonstrate simulation, explain how it can be applied in various contexts, and share how different universities are engaging and affording simulation in their programs.

Objectives

At the end of this presentation, participants should be able to:

- * Engage with a mixed reality simulator
- * Identify multiple applications in various content areas for simulation
- * Discuss how immersive simulation can enhance and build soft skills (e.g., problem-solving, conflict resolution, communication, collaboration, etc.).

Primary Audiences

Instructors/Faculty, Faculty Developers

Summary

University faculty are experts in their content. Being able to share knowledge with their college-age students is a key aspect of their job. However, moving beyond purveyors of information can sometimes be difficult, especially with large classes or when classes need to be offered virtually or through a hybrid method. Professors need to ensure that students are not just listening, taking notes, and regurgitating facts, but that they can also take that knowledge and apply it to various skills. These skills can vary, depending on the subject matter. Problem-solving, communication, critical thinking, negotiation, and conflict resolution are just a few

applications that professors need to have their students practice. For example, a Journalism professor may want students to practice interviewing a reluctant interview subject, a Business professor may seek to ensure her students can negotiate a high-stakes business deal, and a Nursing professor may want to see if their students are able to empathetically communicate about a hospice situation to a grieving family. Each of these situations might be done through role-play historically, and yet role-play does not have the same impact as immersive simulation (Spencer et al., 2019).

Simulation-based education has been used to “replace or amplify real experience with guided experiences” (Gaba, 2004b, p.i2). Simulation is meant to replicate aspects of the real world in an interactive manner that allows participants to be immersed in the learning environment. Although relatively common in medical, aviation, and military applications, simulation training has not been as widely adopted in education. However, the uses and benefits of virtual simulation can be extended to higher education and can help to locate and fill knowledge gaps that other traditional methods (such as textbooks, lectures, and role-playing) leave behind, while concurrently providing a safe and brave space for students to practice their clinical skills (Spencer et al., 2019) in a myriad of applications.

SIMPACT immersive learning is a mixed reality process that utilizes avatars to enhance skill-building. SIMPACT is offered through Zoom, though participants can be in a face-to-face class or online or in a hybrid/hyflex capacity. This session will describe how SIMPACT has been used at the local, state, and national levels. Some of the specific applications that will be shared include K-12 education with pre-and in-service teachers, counselors, and administrators; mental health with social work, therapists, and counselors; various content areas such as business, art, music, journalism, and nursing. In addition, SIMPACT is working with our university’s Faculty Development program on creating scenarios around identifying and discussing micro-aggressions, building equity-minded syllabi, and establishing trauma-informed classrooms.

These specific scenarios directly support most universities’ missions to foster collaboration among professionals, develop leaders in the field, and advocate for policies that support students’ equity, diversity, and inclusion. Recent empirical research on SIMPACT will be shared which found statistically significant outcomes supporting its use as an effective, efficient tool for increasing clinical practice (Xintarianos & Author, in preparation). ISETL participants will interact with the avatars and get a first-hand look at how simulation can support student preparation in higher education.

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Xintarianos, E. & Author (in preparation). SIMPACT training project: Supporting mental health needs during the pandemic.

Keywords

Simulation; Immersive simulation; Inclusive education; SIMPACT; avatars; skill-building

References (up to 5)

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Spencer, S., Drescher, T., Sears, J., Scruggs, A.F., & Schreffler, J. (2019). Comparing the efficacy of virtual simulation to traditional classroom roleplay. *Journal of Educational Computing Research*, 57(7), 1772-1785.

Xintarianos, E. & Author (in preparation). SIMPACT training project: Supporting mental health needs during the pandemic.

Proposal Keywords: (3-5 keywords)

Simulation; Immersive simulation; SIMPACT; avatars; skill-building

21

The impact of the COVID-19 pandemic on pedagogical practice in graduate education: A personal narrative inquiry using an arts-based approach

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Proposal Type

Research Session

Abstract

This personal narrative inquiry explores how pedagogical practices within the graduate education context were impacted by the pandemic. Using guidance from the qualitative research genres of autoethnography, arts-based research, teaching narratives, and personal narrative inquiry, the emergent design was created to encompass practices that were explored during the pandemic. Observations included investigating how pedagogy was influenced by graduate students' reactions, interactions, and adaptations that took place in class during the pandemic. My teaching practices evolved over time, and I kept reflective arts-based inquiry journals to record, reflect, and analyze the outcomes of my developing practice.

Objectives

After attending this session, participants will:

Understand how the COVID-19 has impacted students, with a focus on mental health impacts.

Learn how to design a personal narrative inquiry of teaching using arts-based approaches.

Reflect on how the COVID-19 pandemic has impacted their pedagogical practices with temporary and long-term changes to teaching practices, and how to apply best practices and strategies to improve practice.

Primary Audiences

SoTL Scholars, Instructors/Faculty

Summary

This personal narrative inquiry explores how pedagogical practices within the graduate education context were impacted by the pandemic. Using guidance from the qualitative research genres of autoethnography, arts-based research, teaching narratives, and personal narrative inquiry, the emergent design was created to encompass practices that were explored during the pandemic. Observations included investigating how pedagogy was influenced by graduate students' reactions, interactions, and adaptations that took place in class during the pandemic. My teaching practices evolved over time, and I kept reflective arts-based inquiry journals to record, reflect, and analyze the outcomes of my developing practice. In addition, I observed what was taking place in my graduate level courses and explored how I adapted my teaching practices to respond to the pandemic conditions and students' changing needs.

I also had an ongoing dialogue with other instructors about how we responded to and supported graduate students' transitions through the pandemic conditions. The results of this study encapsulate the various techniques, strategies, failures, and triumphs, that became part of the evolution of graduate education. In summary, the outcomes resulted in temporary as well as long-term changes to pedagogical practices at the graduate level, and this presentation highlights the salient practices that connected to the use of technology, student engagement, and academic resilience.

Part of the background of this paper addresses the mental health and wellness of students, and how that was impacted by the pandemic conditions. It is important to understand the background of this to incorporate this knowledge into teaching practices. While studies have shown through survey research how profoundly the pandemic has impacted college students' mental health (Chirikov et al., 2020; Wang et al., 2020), Almonacid-Fierro et al. (2021) provided an emergent evaluation of how such impacts play out in the graduate classroom setting.

Methodological Notes

While the arts-based reflective inquiry is drawn from Woitek (2020), this framework is also supported by Ellis et al. (2011), who provided an overview of autoethnography that was used as basic guidance to frame this study. Ellis et al. defines autoethnography as a way to "systematically analyze (graphy) personal experience (auto) in order to understand cultural experience (ethno)" (p. 1). In this sense, the authors undertook to systematically analyze their

personal experiences as instructors in qualitative research methods courses so that they could better understand the cultural impact of the pandemic conditions as related to the teaching and learning of doctoral students.

In addition to the aforementioned Ellis et al. (2011), I also utilized methodologies related personal reflective narratives to study teaching practice as a form of qualitative data collection and analysis, including Riessman's (2001) and Preston's (2012) approaches to personal narratives. Pitard (2016) further advises using vignettes as an autoethnographic strategy to describe personal teaching experiences.

For this study, the author kept a reflective arts-based inquiry journal in order to observe, reflect, and process what was taking place in graduate level courses and explored how students adapted to the pandemic conditions, as well as had an ongoing dialogue about how we responded to and supported ours and the students' adaptations to the new reality.

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Proposal Keywords: (3-5 keywords)

teaching narrative, COVID-19 pandemic, graduate teaching, personal narrative, faculty development

22

Online faculty's use of technology when advising doctoral capstone writers

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Proposal Type

Research Session

Abstract

In this general qualitative study, Zoom interview data were collected from 10 doctoral faculty at a fully online university to explore how and why faculty use technology and what technology-related activities faculty conduct when advising doctoral capstone writers. Yang and Carless's feedback triangle model framed the study. Results showed faculty found ways to use technology to ensure accountability and provide instruction, and did so to enhance communication, increase motivation, and promote self-regulation. Results also showed faculty used synchronous and asynchronous technology according to student preferences but sometimes had technological or organizational barriers.

Objectives

Participants will be able to (a) appreciate the benefits of asynchronous and synchronous feedback, (b) identify appropriate technology tools and strategies to foster strong social-affective relationships with students through feedback, (c) align the purpose of feedback with appropriate technology tools, and (d) develop technology strategies to promote a dialogic feedback process.

Primary Audiences

Higher Education Administrators, Instructors/Faculty

Summary

We chose a general qualitative approach to explore participants' use of technology when advising doctoral capstone writers (see Percy et al., 2015). We used a questionnaire to collect demographic data and conducted audio-recorded individual interviews via Zoom. The scope was limited to faculty teaching in fully online programs at a private online university who had served as committee chairs or second committee members and had graduated at least one doctoral student. We recruited faculty from across the university with no preference for a

college to promote a breadth of representation of the doctoral capstone advising process. Participants consisted of eight women and two men from five colleges in the university. The sample included administrators, full-time faculty, and part-time faculty from PhD and professional doctorate programs. Participants had between 5 and 25 years of experience and had graduated between two and 70 students. Because one of us had served on capstone committees, we mitigated researcher bias through reflexive journaling and bracketing of personal experience (see Moustakas, 1994). Although we had professional relationships with some of the participants, those relationships did not interfere with the objective collection and analysis of data. We were located in the United States of America at the time of the study, but we did not solicit participants' locations. The study site is an international university with students and faculty members located around the world, so the study's setting was not specific to one country. We obtained institutional review board approval from the study site university before collecting data. We also conducted member checking by asking each participant to review the results section of the manuscript to confirm their responses had been reported accurately.

We organized findings using Yang and Carless's (2013) feedback dimensions. Cognitive themes included ensuring accountability and providing instruction. When ensuring accountability, participants reported they use technology to clarify expectations and hold students accountable. Participants also reported using technology to ensure clarity of communication, especially regarding feedback. Participants also use technology to ensure quality in students' work. The most prominent area of instruction was writing, and the primary means of providing writing instruction was Word's Track Changes and Comments. Another prominent area of instruction was thinking. In contrast to primarily asynchronous writing instruction, participants emphasized the use of synchronous communication to promote critical thinking, such as a phone call. Participants also use technology to promote students' researcher skills and to recommend resources.

Social-affective themes were enhancing communication, increasing motivation, and promoting self-regulation. The first category in enhancing communication was dialogic conversations. Participants use different modes to promote dialogue, including Word Comments. Participants also use the online discussion forum to promote peer-to-peer engagement. Other communication categories were overcoming challenges and building a trusting relationship. Participants reported setting clear boundaries as part of the initial relationship-building process. Several participants reported using humor and positive feedback to motivate mentees. Many participants emphasized the importance of a positive tone when providing feedback. Promoting students' self-regulation was the final theme in the social-affective dimension. Several participants described professional empowerment, promotion of life-management skills, modeling scholarly professionalism, and envisioning the end as a means of promoting students' self-regulation.

Structural themes were modes, preferences, procedures, and barriers. Categories for modes included asynchronous low, asynchronous high, one-to-many, synchronous low, synchronous

high, and visual aid. Asynchronous low modes included Word attachments, email, Blackboard announcements and discussion posts, and the special online document-sharing platform for committee members. The asynchronous low category had by far the highest number of coded items in the data set. Asynchronous high modes included embedded audio or video files in Word documents, Blackboard messages, or emails. Participants rarely use this mode of communication. Synchronous low modes included phone calls and face-to-face conversations. Most participants reported using synchronous low technology when communicating with mentees. Synchronous high modes included VoIP meetings via Zoom, Skype, Teams, or GoToMeeting. Several participants mentioned that most students are comfortable with one-on-one VoIP sessions, but students seem less likely to attend or participate in group VoIP sessions. Most participants reported that they accommodate students' preferences to facilitate communication. Participants did not report the use of social media in doctoral capstone advising, which may reflect either participants' or students' (or both) lack of interest in social media for doctoral capstone advising, or institutional barriers that require interactions to occur within Blackboard. In the cognitive dimension, most mentions of ensuring accountability and providing instruction were in the asynchronous low mode. A notable finding was screen sharing was used to address writing and APA issues, to clarify feedback comments, and to teach qualitative coding or statistical analysis techniques. However, screen sharing was generally not preferred when discussing ideas or concepts. In the social-affective dimension, most mentions of enhancing communication, increasing motivation, and promoting self-regulation were also in the asynchronous low mode.

The current findings may be used to improve communication between faculty and students and enhance alignment between faculty's practices and students' preferences in the doctoral capstone writing process (see Gredler, 2018). In the lingering context of the COVID-19 pandemic (see Mullen, 2020; Stevens et al., 2021) in which faculty and students from traditional universities have been required to communicate virtually rather than face-to-face, the findings may be used to promote better communication and to improve feedback practices in those settings as well. The findings may also be used to help faculty and students negotiate the purpose of doctoral research as both a knowledge-production and career-development activity (see Skov, 2021). Additionally, the findings related to how online faculty use technology in the social-affective dimension may be helpful in working with pandemic-stressed, online doctoral students. Future research could examine faculty's use of asynchronous and synchronous technology for feedback in hybrid or traditional settings, explore technology use from students' perspective, or examine the predictive relationships between faculty's use of asynchronous and synchronous technology and students' outcomes or satisfaction in doctoral programs.

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Proposal Keywords: (3-5 keywords)

technology, online, faculty, feedback, doctoral

23

Campus Connections Youth Mentoring program: A service-learning program for student and community success

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Proposal Type

Practice Session

Abstract

The increasing mental health needs of today's youth call for innovative practices that directly respond to these needs. Campus Connections Youth Mentoring program is a unique community-engaged service-learning program that pairs undergraduate students from majors across the university as mentors to youth ages 10-18 who have experienced trauma and adversity. Clinical graduate students are also engaged through the provision of direct therapy with youth and their families. This innovative pedagogical practice utilizes the resources of community-engaged campuses to meet the needs of the most vulnerable youth while providing valuable high-impact learning experiences for students.

Objectives

After participating in this session, participants will be able to:

- Understand how the Campus Connections pedagogical model contributes to student success for undergraduate and graduate students;
- Articulate youth outcomes associated with participation in youth mentoring
- Identify strategies for responding to the increased mental health needs of youth in local communities

Primary Audiences

Instructors/Faculty, Early Career Faculty

Summary

This interactive practice session will highlight of the Campus Connections Youth Mentoring program and service-learning course. Campus Connections is an innovative pedagogical practice involving a high-impact service-learning course and community program that serves local youth who have experienced adversity. While not optimal before the pandemic, the mental health and emotional wellbeing of adolescents has been significantly impacted over the past two years of the COVID pandemic. Campus Connections offers a unique approach that brings local youth and students together in highly effective mentoring program and service-learning course with benefits for all participants. There is an embedded therapeutic aspect to the program which will also be profiled in the presentation. Clinical graduate students provide much needed on-site mental health services, which are integrated into the program for youth and their families. The Campus Connections service-learning curriculum, including specific training related to diversity, equity, inclusion, and social justice will be addressed.

The presentation will explore the benefits of this pedagogical approach that directly responds to the needs of the community while simultaneously preparing future human service professionals. Student mentors, graduate student therapists, and youth mentees all benefit from their participation in the program. Institutional research conducted at Colorado State University shows that undergraduate students benefit greatly from their participation in Campus Connections as student mentors. For example, their participation is associated with higher persistence rates toward graduation; higher graduation rates; faster degree completion; and higher cumulative GPAs. Compared to non-participants, Campus Connections participants are also better able to include diverse perspectives in course discussions, to understand someone else's views, to connect their learning to societal problems, and to have discussions with people of a race/ethnicity or socio-economic background other than their own. Campus Connections also provides invaluable clinical training experiences for graduate students in clinical programs such as Marriage and Family Therapy, Social Work, Counseling, Psychology, and other related graduate programs. Clinical graduate students improve skills in: crisis management; engaging with larger systems, such as schools, social service, and courts; and facilitating stronger parent-child relationships.

The session will also include the story of the vibrant community engaged collaboration that led to the creation of Campus Connections. Campus Connections was developed in 2010 by faculty in the Department of Human Development and Family Studies, Marriage and Family Therapy graduate program at Colorado State University in Fort Collins, Colorado in direct response to a need identified by the local community. Community partners play an active role in programming. In addition to the Colorado State University campus, Campus Connections also currently licensed to operate on three other campuses in Colorado (University of Northern Colorado, University of Colorado at Colorado Springs, and Colorado State University at Pueblo) and at the University of Auckland in New Zealand. At each of the licensed Campus Connections sites faculty leaders are securing grants to support research and program operations; publishing research on youth, parents/guardians, and student mentors; and, most

importantly, seeing impressive outcomes for both college students and community youth. Participants at the session will learn all about this innovative pedagogical approach and how they can integrate similar programming on their campuses.

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Proposal Keywords: (3-5 keywords)

Service-learning, Youth Mentoring, Student Success

24

“Shaken, not Stirred”: Incorporating Blended Learning in University Classrooms

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Proposal Type

Practice Session

Abstract

This presentation will investigate how Blended learning methods can be best applied in higher education. The discussion will be based on the experiences of the authors and related literature. A first conclusion that emerges is that e-learning, together with the traditional-in-classroom- method seems an appropriate solution for the future. This blended learning model is more efficient and useful when the two methods overlap to a large extent and not just randomly combined. Within this framework, the Rotation Model seems to adequately satisfy this condition.

Objectives

Participants will be able to:

Discuss/share practices to encourage student involvement through the use of ICT in their courses.

Discuss the nature and challenges of e-learning experiences

Explore the role and applications of Blended learning practices in shaping students' understanding.

Identify elements within their own courses which can be adapted to support a Rotation Model.

Leave the session with ideas for enhancing course material and methods.

Primary Audiences

Higher Education Administrators, Instructors/Faculty

Summary

Today, the majority of students use applications (see e.g. e-classroom) to access educational material, such as textbooks, curricula or auditory and visual media, used in every university course. They can even watch, more than one time, course lectures. The introduction of information and communication technology (ICT) affects and enhances also the communication between students and instructor, but also between students themselves. So, students use e-class features as an aid to traditional learning. E-learning also serves the instructor. He/she does not have to deal with the preparation of the material every time. The material is configured in the beginning and can be used again and again, with the necessary updates. Furthermore, the use of internet offers a wide range of educational sources.

This presentation concerns the use of e-learning and its contribution to the traditional way of teaching in higher education. Relevant research and our experience as instructors show that the majority of students positively evaluate the usefulness of e-learning, especially when it is practiced in combination with the traditional method. Umoh & Akpan (2014) emphasize the importance of Blended learning in their research, arguing that the only way to stimulate new students is through the use of blended methods. Blended learning combines different pedagogical approaches as well as various instructional media, such as traditional face to face learning and online learning. It represents a way of dealing with the weaknesses of both methods. So, it could be argued that the Blended learning model is the appropriate approach for the future.

Within a Blended learning model, students have a more or less fixed schedule under which they have to attend a part of the classes either online or on campus. In addition, this approach can help students to attend lectures anytime and anywhere and access activities organized by the instructors. Overall, it is a set of methods that can increase students' engagement and interaction. For Tucker (2012) there are six models in Blended learning: i) Face to Face Driver Model, ii) Rotation Model, iii) Flex Model, iv) Online Lap Model, v) Self Blend Model and vi) Online Driver Model. The Rotation Model integrates online learning and face to face in the classroom. With the supervision and discretion of the instructor there is a scheduled timetable fixed for each of the two education methods. Students have a managed amount of time in the classroom complemented by a managed schedule for e-learning. They rotate among learning modalities, at least one of which is e-learning.

We argue that, e-learning combined with the traditional-in classroom- method and set by the Rotation Model seems to be the appropriate solution for effective teaching and students' understanding. Blended learning is more efficient and useful when the two methods overlap to a large extent and not when superficially and coincidentally combined.

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Proposal Keywords: (3-5 keywords)

Blended learning, university courses, students, instructors

25

Developing metacognition in an online course

Clay Rasmussen, Pennee Stewart

Weber State University, Ogden, UT, USA

Proposal Type

Research Session

Abstract

Metacognitive processes can be developed with a minimal amount of strategic prompts within an online course. This study looks at the types of metacognitive strategies students use during their online course.

Objectives

The purpose of our session is to provide an online framework that can be used to develop metacognitive practices of students in online courses.

Primary Audiences

Instructors/Faculty, SoTL Scholars

Summary

Metacognition, a construct first proposed by Flavel in 1978, is often referred to as thinking about thinking. A more formal definition is "knowledge and beliefs about one's own cognitive processes, as well as conscious attempts to engage in behaviors and thought processes that increase learning and memory" (Ormrod, 2012, p. 100). The ability to monitor and control thought is critical for many human activities including communication, language acquisition, reading comprehension, social cognition, attention, problem solving, and writing. Researchers believe metacognition starts to develop around ages 5 and continues to develop throughout the school year and through adulthood (Stewart, Cooper & Moulding, 2007).

Metacognition has been found to be a strong predictor of academic success (Hattie, 2009). When students are encouraged to be more metacognitive, they frequently outperform students who are not taught to use metacognitive skills (Joseph, 2009).

Metacognition is often separated into two components, knowledge and regulation. Metacognitive knowledge is knowledge about yourself as a learner and the factors that influence learning. Metacognitive regulation includes planning, monitoring and evaluating. Planning includes the ability to think about and select appropriate strategies and resources to achieve a task. Monitoring is awareness of understanding and progress in learning. Evaluation is appraising the end results and efficiency of one's learning.

While online learning is not new, it has dramatically increased in use because of the Covid-19 pandemic (reference). In tandem with the increase in online learning is an increased push for higher education to be more about teaching and learning and less about using course work to weed out unproductive students (Millea, Wills, Elder, & Molina, 2018). Some universities have moved to performance based funding, where compensation is tied to student progression, graduation rates, and job placement (Li, Gandara, & Assalone, 2018).

Methods

As part of the assignments in an online course, students were asked to provide the specific metacognitive practices they used before, during and after each learning module. One of the first course modules was a small section on metacognition. It provided a short narrative on what metacognition is and why it's important for students. Students were provided with two short videos that reaffirmed the reading about metacognition. Finally students were directed that there would be multiple discussion metacognitive assignments where they would report on their metacognitive planning, metacognitive monitoring, and metacognitive evaluation. Prior to submission of the first metacognitive discussion board, the instructor posted an announcement reminding students to be sure to discuss the processes they use to learn the content of the module and to not discuss what they learned during the module. After each metacognitive discussion assignment (10 total), the instructor would either praise specific students for their use of metacognitive practices or remind students to only address their learning practices vs their learning of content.

Analysis

Student responses will be collected and analyzed for 1. The use of metacognitive practices, and 2. The level of metacognition used.

Findings and Implications

Initial review of data reveal students were able to distinguish between discussion of what they learned and discussion of their learning practices. Additionally, it is observed that later in the course there was increase in the variety of metacognitive practices. Additional data will be collected and analyzed for a more thorough understanding of the results.

Significance and practical application

This course has great significance and practical application. It will reveal how simple online teaching strategies can create and increase the amount of metacognitive practices among students. As a result of increased metacognition, it is hoped students will be successful in their higher education learning resulting in higher numbers of student retention and success.

References (up to 5)

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Proposal Keywords: (3-5 keywords)

metacognition

online learning

student strategies

26

Lessons Learned from the COVID-19 Pandemic and Endemic on Student Learning: Eservice, Telehealth and Virtual Fieldwork

Professor Lori Simons

Widener University, Chester, PA, USA

Proposal Type

Research Session

Abstract

A cross-sectional mixed-methods research design was used to examine student learning for 120 students enrolled in service-learning and internship courses during the outbreak of the COVID-19 pandemic and continuing endemic. The COVID-19 pandemic and endemic created new learning opportunities. Students shifted from in-person to telehealth and other online activities at their placement sites. Students made improvements in their racial-cultural identity development, racial, cultural, and social justice attitudes, and problem-solving, civic responsibility, and community engagement skills from the beginning to the end of the program. Innovative approaches to student-learning that developed as a result of the pandemic are discussed.

Objectives

Participants will learn the following:

1. Innovative approaches to community-based fieldwork despite the pandemic and endemic;
2. Quantitative and qualitative approaches for assessing student learning;
3. Student learning outcomes from taking part in service-learning and experiential learning courses during the pandemic and endemic;
4. Differences in student learning outcomes prior to and after the pandemic;
5. Implications for teaching and learning post-endemic.

Primary Audiences

SoTL Scholars, Instructors/Faculty

Summary

COVID-19 impacted student learning in and out of the class. Students who took part in an service-learning and experiential learning courses had to pivot from in-person to online instruction in the middle of the semester. Students enrolled in service-learning courses were required to tutor and mentor children for 15-hours at either a public elementary or high school in the district surrounding the University. The pandemic also disrupted service activities. COVID-19 forced public schools to close which required the children to transition from in-person to online school. As a result, tutoring either occurred online or abruptly ended because the children did not have access to technology resources (i.e., computers, internet). In addition, students enrolled in experiential learning courses had to complete 75 to 150 hours of fieldwork at community-based programs. Most programs were required to shift in-person service to online. Students continued to work with these organizations online. These situations provided an opportunity to evaluate student learning. The purpose of this study is to examine student learning outcomes (i.e., problem-solving, civic responsibility) for students who took part in an service-learning and experiential learning courses during the pandemic and endemic. Three research questions guided this study: (1). Are there differences in students learning outcomes from the beginning to the end of course for students who took part in service-learning and experiential learning during the pandemic; (2). Are there differences in student learning outcomes for students who took part during the pandemic compared to the endemic; and (3). Are there differences in student learning outcomes for students who took part in service-learning courses compared to those students who took part in experiential learning courses.

The COVID-19 pandemic and endemic created new learning opportunities. Students shifted from in-person to telehealth and other online activities at their placement sites. Students made improvements in their racial-cultural identity development, racial, cultural, and social justice attitudes, and problem-solving, civic responsibility, and community engagement skills from the beginning to the end of the program.

For service-learners, students made improvements in their racial-cultural identity development, awareness of White privilege, and understanding of social justice issues. This cohort of service-learners slightly differed from service-learners who took part in service during the endemic. Although eService provided students with an opportunity to understand the impact of educational inequities in the community, students who took part in in-person service-learning during the endemic made greater increases in their problem-solving and social responsibility.

For experiential learners, students who took part in a practicum and internship during the pandemic did not differ from those students who took part in practicum and internship during the endemic. Students made improvements in their ethnocultural empathy, racial-cultural

identity development, White privilege awareness, problem-solving skills, and social responsibility. Over 90% of both student groups were employed at their placement site by the end of their fieldwork. These students were also more likely to return and graduate from the University.

Implications from the lessons learned about student learning are discussed. Specifically, the use of non-traditional approaches such as Eservice, telehealth, and virtual fieldwork should continue as student options. In addition, other student-centered approaches for teaching and learning to increase retention will be discussed. Some of these "non-traditional" approaches should continue during the endemic and post-endemic pandemic.

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Proposal Keywords: (3-5 keywords)

Service-Learning, Experiential Learning, Student Learning

27

What is innovative in education?

Dr. Peter Serdyukov

National University, San Diego, CA, USA

Proposal Type

Panel Session

Abstract

Pressure for innovation in education is building from inside and outside the United States from political, economic, demographic, and technological forces. Since education is a social institution serving the needs of society, its evolution ought to be regarded as a common matter indispensable for society to survive and thrive, which cannot succeed without the patronage of all its members. We will discuss what educational innovation is, how innovations are being integrated in schools and colleges, why innovations do not produce the desired effect, and what we should do to increase the rate of innovation-based transformations in education systems.

Objectives

Participants will have a better understanding of what educational innovation is, where it is needed, and how it works. They will also be able to align innovative approaches with educational theory and practice. This presentation will contribute to developing an innovative pedagogy, both for classroom-based and online learning.

Primary Audiences

Faculty Developers, Higher Education Administrators

Summary

Innovation is the key to survival and progress of an individual, a nation and humankind. To keep up with the growing challenges of our times, to succeed in life and on the job, to be able to compete locally and globally and win, we need to continuously innovate and evolve. Innovations in education are of particular importance because education is vital for society's survival and well-being (Fuad, Rafidah, et al, 2020; Pratt-Adams, Richter, et al. 2020). The US success has always been driven by innovation and has a unique capacity for growth (Zeihan,

2014). Nevertheless, it is indeed a paradox: while the US produces more research, including in education, than any other country, we do not see much improvement in the way our students are prepared for life and work.

The term “innovative education” was introduced by an American educator James Botkin (1979). The purpose of any invention is to create something different from what we have been doing which will have a new quality, or/and will be produced in greater quantity. In education, innovation can appear as a new pedagogic theory, methodological approach, teaching technique, instructional tool, learning process, institutional structure that, when implemented in school or college, produces a significant change in teaching and learning which leads primarily to superior learning outcomes.

Innovation can be directed towards progress in one, or several, or all aspects of the educational system: educational theory and practice, curriculum, teaching and learning, educational policy, educational technology, educational institutions and administration, institutional culture, and teacher education. It can be applied in any aspect of education that can bring positive impact on learning and learners.

In a similar way, educational innovation concerns all stakeholders - the learner, the parents, the teacher, educational administrators, researchers, and policy makers, and requires their active involvement and support. When considering the learners, we think of studying cognitive processes taking place in them during learning; identifying and developing their abilities, skills and competencies; improving attitudes, dispositions, behaviors, motivation, self-assessment, self-efficacy, autonomy, as well as communication, collaboration, engagement, and learning productivity. Innovations can be categorized in different ways.

In education, the effect of innovation can be estimated by considering learning outcomes or exam results, teacher formative and summative, formal and informal assessments, and student self-assessment. It can also be computed using productivity/efficacy (more learning outcomes in a given time), time-efficiency (shorter time on studying the same material), or cost-efficiency (less expense per student) data. Other evaluations can include the school academic data, college admissions and employment rate of school graduates, their work efficiency and career growth.

In analyzing innovations of our time, we cannot fail to see that an overwhelming majority of them are either technology tools themselves (laptops, smart phones, Artificial Intellect), or technology-based (LMS, educational software, web-based resources, Virtual Reality), so the emphasis is on tangible innovations. But is technology the single or the main source of innovations today, and is it wise to rely solely on technology? Technology has always served as both a driving force and instrument of innovation. Innovations based on educational technology applications are expected to make improvements in teaching and learning, therefore their usefulness ought to be assessed by the effect they have on learning outcomes of the classroom and/or independent study.

Technology is pushing the limits of what educators can do, yet it is not a magic wand but only a means, an instrument, a tool for an innovative teacher and learner. Our overestimation of technology's power in education has its roots in human anticipation of a wonder, or a hope to find a quick fix. But "we can't just buy iPads (or any device), add water, and hope that strategy will usher schools to the leading edge of 21st century education. Technology, by itself, isn't curative. Human agency shapes the path" (Levasseur 2012). The effectiveness of ICT in T&L is determined largely by the instructional methods being used with them, not the technology. Integration of technology in education actually narrows down to the questions, do we teach through or with technology, and can students learn to think with computers, rather than relying on the computing power to do it for them? Technology alone cannot ensure productive and enriching learning and, especially, personal, and social development as students still need human interaction in a technology-enhanced environment.

As technology-enhanced education is unquestionably going to grow, we need to make it pedagogically, psychologically, and socially meaningful and effective, and at the same time try to minimize its negative short and long-term consequences, which reaffirms the need for a comprehensive theory of technology-based education and serious research.

When we try to innovate education, we leave students out of the equation – we do not innovate students' learning, their attitudes, behaviors, and work ethics enough. The most important goal should be to develop innovatively thinking people in PreK-16, for which students have to grow autonomous, self-efficient, and cultivate an entrepreneurial mindset – "a critical mix of success-oriented attitudes of initiative, intelligent risk-taking, collaboration and opportunity recognition" (Zhao, 2012, 5).

Research of exemplary educational systems across the world vividly demonstrates that teacher quality is the fundamental element of educational success: "it is especially teachers who shape students' learning environments and help them reach their intellectual potential": (Vieluf et al, 2012, 113). Teacher education and professional development for schoolteachers and college faculty are definitely one of the primary areas that call for innovative approaches: teachers must be taught to teach well.

US education badly needs effective innovations of scale that can help produce the needed high quality learning outcomes across the system. We ought to create conditions for growing innovators and educational entrepreneurs (edupreneurs) in our schools and colleges, and a broad base for implementing innovations. At the same time, we can learn a lot from successful international educational research and practices.

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Proposal Keywords: (3-5 keywords)

Innovation, teaching and learning, technology, pedagogy, research, professional development.

28

Escape Rooms in Higher Education

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Liberty University, Lynchburg, VA, USA

Proposal Type

Practice Session

Abstract

Escape Rooms encourage student teams to find clues, solve puzzles, and accomplish tasks to unravel a problem in a limited amount of time. In this interactive session, participants will learn how escape rooms can be utilized in higher education for critical thinking and peer relationship building. Attendees will be taught to create escape room scripts, clues, and plan for props/puzzles- even if conducted online. Participants will complete an online escape room!

Objectives

Upon completion, participants will be able to:

1. Define Escape Rooms and recognize their value in higher education.
2. Describe their experience with participating in an escape room.
3. Write Escape Room scripts for subjects of their choice.

Primary Audiences

Faculty Developers, Instructors/Faculty

Summary

The purpose of this workshop will be to introduce faculty and faculty developers to Escape Rooms. The presenters will define escape rooms, their purpose, their potential, and the planning that goes into designing and completing one. Attendees will share their experiences with escape rooms. The presenters will demo props and various processes. This presentation will be unique and highly engaging, as attendees will actually participate in an online escape room. Then, attendees will write actual puzzles and clues. Then, participants will develop plans/blueprints for back stories with themes, and begin to plan and to replicate these sorts of activities in their own courses.

Best practices literature is often cited for student engagement, gamification, and/or the use of visuals or props to spur critical thinking and to build peer relationships. Escape rooms have emerged as a valid pedagogical tool (Berthod et al., 2019; Brown et al., 2019; Seemiller, 2016) in developing critical thinking, while developing teamwork, peer problem solving, and relationships. A meta-analysis of more than 60 studies confirmed that they increase collaboration, relationships, engagement, and learning (Fotaris & Mastoras, 2019).

Connections to the conference theme are adeptly found in team building and problem solving, and relationship-building through these activities, such as escape rooms.

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Proposal Keywords: (3-5 keywords)

pedagogy, course design, escape room, engagement, higher ed

29

Providing individual feedback to students in large cohorts on long-answer exams at no cost to marking time

Dr Andy Grayson

Nottingham Trent University, Nottingham, United Kingdom

Proposal Type

Practice Session

Abstract

I have developed an approach to providing meaningful, personalised feedback to individual students on their essay-based examination performance, at no extra cost to marking time. The solution works well at scale and encourages a thoughtful approach to assessment design. It requires exam markers to 'do differently' rather than to 'do more'. Students value the feedback highly. Markers find the system simple and effective. Course leaders find the epiphenomena of reduced error and automated data for assessment evaluation invaluable.

Objectives

Participants will be able to consider the possibilities of setting up a similar system themselves to the benefit of their students and their course teams. They will be encouraged to consider, in advance of any given exam, the various strengths and weaknesses that they expect (on the basis of previous experience) to be displayed across the cohort of students. This has a positive impact on the learning and teaching that is undertaken on the course, and on the design of the examination itself.

Primary Audiences

Instructors/Faculty, Higher Education Administrators

Summary

I have solved a general and enduring problem that faces by all HEIs: how to provide meaningful individual feedback to large cohorts of students, on long answer (essay-based) examinations. Traditionally students sit examinations for which the only feedback they receive is a single grade/mark. They invest time and themselves in preparing for and undergoing examinations, wait for several weeks, anxious about how they have 'done', and then receive a single grade signifying their performance. Apart from generic feedback they may receive on

how students 'in general' performed, they will have only their grade and their memory to go on in reflecting on how they might improve their performance. Examination, it seems, is something that students 'have done to them', and they remain passive and disempowered by the process. The overall experience of undertaking examinations in the UK education system is a recipe for disengagement.

Students have rightly been calling ever more loudly for individual feedback on their examination performances, and HEIs are realizing that the current state of affairs, whereby students can navigate their way through the whole UK education system and receive no such feedback, is unsustainable. Furthermore, a lack of feedback on examination performance is likely to disadvantage students from 'non-standard' educational backgrounds the most. Students who have had comparatively little practice at that mode of assessment in their educational history, or whose previous experiences of being examined in this way are from many years ago, will have the greatest need for information about how to improve their performance. So, providing good individual feedback to everyone on exam performance is one component of providing equality of opportunity.

Therefore, I have created a highly successful solution to an enduring problem facing the entire UK education sector: how to engage students in a personalised dialogue about their own examination performances, and how to do so 'at scale'. When the system is deployed, every student who sits an examination receives detailed, personalised feedback about their performance on all aspects of the exam that have been recorded by the marker. The feed-forward feedback that the student receives might contain the following:

- * Overall grade.
- * Grade awarded for each essay.
- * Performance on each of the marking criteria for each essay.
- * Guidance on how to work with the information provided.
- * Cohort level analysis of each question, in terms of what things were done well, and what could be done better.
- * Performance contingent activities.

The contingency of the feedback (see Wood & Wood, 1996) is important. Each student gets bespoke recommendations about how to develop their learning, in whatever inventive ways the module leader has been able to create:

- * Congratulations, you did very well in X aspect of Y topic; here's [link to enrichment activity] for further exploration...

Or:

* Well done for passing X aspect of Y topic; work on securing your understanding of the core material from week Z...

Indeed, the formative feedback that is enabled is highly adaptable. The only constraint on these contingencies is a teacher's capacity to imagine!

It turns out that the more exacting module leaders are required to be at the outset of a module, with respect to structuring feedback, the better the overall assessment design becomes. The process of planning these contingencies forces teachers to confront exactly what it is the students are to learn. It is always the case with assessment that the more strategic and 'front-loaded' it is, in terms of attention and resource, the better.

Furthermore, these benefits to students come at no extra cost to marking time. The approach depends on teachers doing differently, not doing more (Grayson, 2021).

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Proposal Keywords: (3-5 keywords)

Assessment

Examination

Feedback

Learning

30

Asynchronous Online Faculty Development Programming: Podcasts, Blog Posts, Curated Readings, and Activities

Dr. Maria T Gallardo-Williams, Dr. Diane D Chapman
North Carolina State University, Raleigh, NC, USA

Proposal Type

Practice Session

Abstract

Due to the heavy workload of faculty during the COVID-19 pandemic, combined with social distancing requirements, we designed an online, asynchronous programming option for the Summer of 2021. Unplugged was a series of four offerings, each consisting of a blog post, a short podcast, and suggested readings and activities centered around faculty wellbeing and preparation for the return to in-person teaching in Fall 2021. The program was well received, with close to 300 participants. A survey of program participants indicated that 95% of them were satisfied with the offerings and considered them to be useful to their professional development.

Objectives

1. Participants will be exposed to best practices to design and facilitate asynchronous professional development summer programs.
2. Participants will come away with a template to implement this type of programming in their own institutions.

Primary Audiences

Faculty Developers

Summary

The COVID-19 pandemic and its associated social distancing requirements brought about an increase in the workload of faculty members across higher education. The emergency move to online teaching, coupled with social isolation made it difficult for faculty to pursue professional development opportunities. Our team envisioned the Unplugged Summer Series at North Carolina State University as a virtual option to connect interested faculty with topics that were

relevant to their needs without adding more zoom meetings to their schedule. In a series of four installments, each composed of a blog post, a podcast, suggested readings and activities, we offered support for faculty struggling with pandemic fatigue and helped them prepare for the return to in-person or hybrid teaching in Fall 2021. In this presentation, we will discuss the outcomes of this program including organizational considerations, faculty participation, and what we consider to be best practices.

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Proposal Keywords: (3-5 keywords)

Faculty Development, Asynchronous Programming, Summer Programming, Podcasting

31

Digitally-Enhanced Feedback: Developing Students Assessment Literacy through Multimedial Peer Assessment

Dr Sima Caspari-Sadeghi, Professor. Dr. Maximilian Sailer, Simone Jung
University of Passau, Passau, Bayern, Germany

Proposal Type

Research Session

Abstract

This action research reports on an intervention aiming at enhancing students' assessment literacy through engaging them in digitally-enhanced feedback. The case study was conducted with 18 students in a teacher education program, participating in a Media Literacy course, during the Corona pandemic in three phases. Data were collected both from instructors and students. The results were coded in MAXQDA thematically. Issues related to reliability, affective factors, as well as the effectiveness & challenges of using digital feedback in online courses will be discussed in the light of the findings.

Objectives

Objectives:

1. The participants will be able to practice 'embedded assessment' by integrating digital tools, e.g. screencastify, into their online courses as an 'assessment-for-learning' activity.
2. The participants will be prompted to critically consider organizational capacities (data-informed mindset and culture, faculty support, technological affordances, etc) before implementing online assessment.

Primary Audiences

Instructional Technologists, SoTL Scholars

Summary

The current literature on feedback in higher education describes it as a ‘monologue: stubbornly resistant to change’ (Barton et al., 2016), and calls for reengineering it to dialogic interaction by involving teacher-student-peers in more personalized feedback through explanations, comments, and suggestions (Ajjawi, & Boud, 2018). This action research study reports on an intervention aiming at enhancing students’ assessment literacy through engaging them in digitally-enhanced feedback (Cranny, 2016; West, & Turner, 2016). The case study was conducted with 18 students in a teacher education program, participating in a Media Literacy course, during the COVID19-pandemic in three phases. During the first phase, students were instructed to use a rubric to evaluate oral presentations in small groups. The major goal was to promote students’ understanding of criteria, standards, and objective assessment, as well as to measure the degree of agreement among students’ ratings. Later, each group combined their evaluation reports and created multi-medial feedback videos. The impetus was to develop students’ competence in using digital media (e.g., audio, video, animation) for peer assessment. The teacher played a critical role by (a) designing two screencast exemplars, (b) introducing required digital tools and platforms (e.g. screencastify), and (c) emphasizing pedagogical principles to be considered in creating video feedback. In the last phase, the whole class watched group-generated feedback videos and rated the quality of these learning objects with a standardized rubric. Observations, field-notes, and a semi-structured interview were used to capture the instructor’s experience and perceptions & the results were coded in MAXQDA thematically. Issues related to reliability, affective factors, as well as the effectiveness & challenges of using digital feedback in online courses will be discussed in the light of the findings.

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Proposal Keywords: (3-5 keywords)

Assessment Literacy, Peer assessment, Screencast, Digitally-enhanced Feedback

32

Using audience response tools in class to support, extend, and transform teaching

Dr Ramona Tang

National Institute of Education, Nanyang Technological University, Singapore, Singapore

Proposal Type

Practice Session

Abstract

To reflect the technology-rich world that our students now inhabit, educators are increasingly considering how educational technology tools can be used to support, extend, and transform our teaching. In this interactive presentation, I focus on audience-response tools and how audience-response activities can be meaningfully integrated into our teaching to accomplish specific pedagogic goals. I explain my *purpose-driven approach* to the use of audience-response tools, discuss the central role that teachers play in *designing the learning experience* for students, and give concrete examples of how I have used audience-response activities in my classes to serve a range of very different purposes.

Objectives

Participants will appreciate the idea of allowing pedagogical purpose to drive the design of learning experiences for our students.

Participants will be introduced to very different purposes that audience-response tools can serve in a classroom, e.g. to check understanding, to activate schema, to elicit views as a springboard for discussion, to get a gauge of preconceptions/misconceptions, to create awareness in students of a need for what they are about to learn, to facilitate peer feedback etc.

Participants will hopefully leave inspired with ideas for how the in-class use of audience response tools might enhance the classes that they teach.

Primary Audiences

Instructors/Faculty, Early Career Faculty

Summary

There is an increasing emphasis on technology-enhanced teaching and learning in the current educational landscape. Educators are exploring ways of teaching that are aligned with the technology-rich world that our students now inhabit, and thinking about how the educational technology tools now available afford us new possibilities for engaging students and for supporting, extending, and transforming the teaching that we do.

In this presentation, I focus on audience response tools and how they can be meaningfully integrated into our teaching to accomplish specific pedagogic goals. Specifically, I will (i) briefly introduce what audience response tools are, (ii) highlight the documented benefits of its use in the classroom, (iii) explain what underlies my own use of these tools in my teaching, and (iv) give concrete examples of how I have used audience response tools in my own teaching to serve different purposes. Key points in the presentation will be an emphasis on a *purpose-driven approach* to our use of audience response tools in the classroom, the central role that teachers play in *designing the learning experience* for students, and the importance of considering how and whether such tools *transform* what we are able to do within our lessons.

(i) *What are audience response tools?* There now exists a variety of online tools that allow teachers to quite easily create activities that solicit on-the-spot real-time responses from their students in class. These include interactive audience response tools specifically for conducting polls and eliciting short responses from participants (e.g. Poll Everywhere, Mentimeter, Slido, Woodclap), those that gamify audience response (e.g. Kahoot, Socrative's Space Race option), and online collaborative platforms which can be employed for real-time participation (e.g. Padlet, Google Docs).

(ii) *What are some benefits of using audience response tools?* The benefits of incorporating such audience response activities in teaching which have been documented in the literature include increased engagement and retention of concepts taught, higher motivation and willingness to participate because of the anonymity afforded, and opportunities for on-the-spot feedback and clarification of misconceptions (e.g. Caldwell, 2007; Detyna & Dommett, 2021; Heaslip, Donovan, & Cullen, 2014; Hunsu, Adesope, & Bayly, 2016; Jain & Farley, 2012).

(iii) *What underlies my use of such tools in my teaching?* The idea of "enabling the curriculum" is foremost in my mind as I design my lessons. This means that I start with a pedagogical purpose (something I want my students to learn or to experience) and work from there, selecting tools from a repertoire that would enable that purpose to be accomplished. In my repertoire of tools to use for teaching (and in any teacher's repertoire), there is a whole range of possibilities that I could draw on to design a lesson. Using audience response tools is one possibility, and within that basket of "audience response tools", there are again multiple possibilities (e.g. Kahoot, Socrative, Poll Everywhere, Woodclap, Padlet, Google Forms), each of which could be put to use in multiple ways. Central to my practice of using audience response tools is the belief that I should only use them if they are an integral part of what I want to teach, if the learning that I have in mind to facilitate cannot be accomplished in an effective way without them.

(iv) *What are some concrete examples of how I have used audience response tools in my teaching?* The examples that I introduce will be from my applied linguistics and academic writing classes, but the underlying principles could potentially be applied to any class. Specific examples include using Poll Everywhere to surface misconceptions and to elicit divergent views as a springboard for a discussion, using Kahoot to enable students to experience a concept before I explained it, using Wooclap to generate a word cloud to activate schema and provide a visual launch pad for the lesson, using a Socrative Space Race to highlight particularly tricky aspects of the analytical framework that I had just introduced and to set the stage for students to appreciate the instruction which was to follow, using QR codes and Google Forms to elicit peer feedback, and using Padlet to elicit ideas for discussion. The examples that I present will be described in some detail with the instructions that I gave to my students and screenshots of the activity.

The presentation aims to encourage participants to reflect on their own classes, and consider how and whether audience response tools might enhance their own teaching.

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Proposal Keywords: (3-5 keywords)

Audience response tools

Purpose-driven lesson design

Transforming teaching

34

Engaging Students Through the Use of Active Learning

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Proposal Type

Practice Session

Abstract

The flipped-classroom pedagogical approach is a teaching strategy that shifts learning to the individual student, and the teacher becomes the facilitator of students' active engagement in the classroom, increasing their learning. Teaching strategies that incorporate technology and active learning enhances student learning, increasing engagement with peers and instructors in the classroom. Self-efficacy is achieved with positive outcomes when students are actively engaged in learning. Learning styles of students also need to be identified so activities provided to students meet their learning needs. The oral presentation will provide information on identifying student learning styles and incorporating learning activities to engage students.

Objectives

1. Participants will be able to utilize pedagogical teaching approaches to engage students and increase critical thinking.
2. Participants will be able to identify active learning strategies that will meet the various learning styles of all students.

Primary Audiences

Early Career Faculty, Instructors/Faculty

Summary

Within a medical-surgical course in a traditional baccalaureate nursing program, the flipped-classroom teaching approach was implemented to elicit student engagement through active learning to improve student outcomes. The flipped-classroom approach incorporates active learning strategies assigned to students to complete before class to elicit class preparation (Limniou et al., 2018). The flipped-classroom approach was implemented during Covid-19 and

during that time, students were allowed to attend class in person or virtually. Students worked individually and in groups in the classroom and virtually to complete learning activities such as case scenarios, concept maps, and to answer open-ended questions about specified course content. In doing so, the students build or construct new knowledge on previously learned material. The experiential learning theory goal by Kolb (1976, 1981, 1984) directly involves students in learning content to gain new, purposeful knowledge to increase their retention of information.

Reflection and group-problem solving activities are examples of learning activities to develop critical thinking abilities (Bowcock & Peters, 2018). Reflection provides students an opportunity to think about what they learned in class or what they may have experienced in a clinical or outside of class setting. By writing weekly reflective journals, students engage in deeper learning.

Using the flipped-classroom approach, the teacher becomes the facilitator of student learning through discussions and open-ended questioning about the assignments and subject-matter. Cognitive engagement focuses on the student's ability to use advanced learning strategies, such as elaboration, rather than rely on memorization, leading to deeper learning (Reeve & Lee, 2014).

Students must learn information and apply what they have learned to reach the desired outcomes set forth by the educational institute. Teaching strategies that incorporate technology and active learning enhances student learning, increasing engagement with peers and instructors in the classroom. Oh and Steefel (2016) inferred students' different learning styles could be met by providing the various learning activities in the classroom, increasing student motivation, and learning. Providing interactive videos or simulation scenarios, concept map development, and open-ended questioning can meet students' various learning styles.

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Proposal Keywords: (3-5 keywords)

student, engagement, activities, teaching approaches

35

Want to revamp your classes and engage students, but do it the easy way? We've got the tools and tips for you!

Dr. Kayla D Mohney, Dr. Erica R Moore
Lock Haven University, Lock Haven, PA, USA

Proposal Type

Practice Session

Abstract

Today's students are more technology driven than ever before and it can become a challenge for even the most seasoned faculty to keep up. Students want to be engaged with technology and expect to be able to find resources and information with a few clicks of a mouse. Engagement opportunities, formative assessments, and much more are available to you, and are surprisingly simple to use. Using some simple tools and your online learning management system effectively can improve your students' scores, their willingness to learn, and it can make your life easier too!

Objectives

1. Learn how Universal Design for Learning strategies and Quality Matters standards combine to create accessible and user-friendly learning experiences.
2. Explore various online engagement and formative assessment instructional applications which can be easily incorporated into both face-to-face and online teaching courses.
3. Utilize a combination of tools easily to embrace student needs and desires to increase engagement and learning experiences.
4. Increase efficiency of course preparation and reduce student confusion by using tech friendly tools.

Primary Audiences

Instructors/Faculty, Early Career Faculty

Summary

We all know that today's students are more technology driven than they have been in the past, especially since living and learning through the pandemic. Students are not only more comfortable operating behind a computer screen, but it's what they've been conditioned to do for more than two years now. Students are more apt to respond openly through technology and will Google search for answers before ever thinking of opening a textbook because it's what they're most familiar with. Even after teaching through the pandemic, the question remains "why are so many faculty still not incorporating online engagement tools and learning management systems and other forms of technology into their classes to support student learning?" According to Loague, Cambell, and Balam (2018), the acceptance and use of technology is based upon a lack of technology education, attitudes toward technology, lack of training and support, and the lack of opportunities to observe technology-rich classrooms.

It is the responsibility of schools and educators to equip students with the tools they need to be successful in this digital age. This means that as educators, we must overcome our own struggles with technology to aid our students in not only learning to use, but to consistently use, high quality technology resources and this can start in your brick-and-mortar classrooms (Galvis, & Carvajal (2022)! The Universal Design for Learning (UDL) principles support the use of technology to help all students become successful (Smith, 2012). Black, Weinburg, and Brodwin's (2015) study showed that participants agreed, "learning and achievement were aided by professors using a variety of instruction methods based on UDL/UDI and my students using a variety of learning tools." Methods include online learning application systems which can offer digital options for all learners (Fornauf & Erickson 2020).

Quality Matters (2022) provides higher education faculty with standards to support student engagement and learning through digital means. By following these standards, higher education faculty can incorporate information in their learning management system to provide their brick-and-mortar students with the tools they need to be successful in and out of class. This presentation will show participants how adopting these practices and adjusting their provision of information is a simple process that can easily support the diverse learning needs present in today's classrooms. Furthermore, this session can encourage higher education faculty to take a step in the right direction on including more technology in their courses.

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Proposal Keywords: (3-5 keywords)

Education technology, Engagement, Assessment, Universal Design for Learning

37

Becoming Inclusive Adult Educators: Designing for Disability and Joining a Community of Practice

Dr. Kayla D Mohney¹, ACSW Tulare Park¹, Dr. Carol Rogers-Shaw², Dr. Erica R Moore¹

¹Lock Haven University, Lock Haven, PA, USA. ²University of Dayton, Durham, NC, USA

Proposal Type

Practice Session

Abstract

This session will offer guidance to meet the needs of learners with disabilities and evidence-based practices for addressing those needs. It will highlight ways to make higher education classrooms more inclusive for all students through practical applications of Universal Design principles and accommodations.

Objectives

- 1) Increase knowledge of learners with disabilities whose educational experiences after high school move from the legal requirements of IDEA to ADA and the attendant challenges that brings.
- 2) Expand understanding of legally required accommodations, recognizing how UDL can reduce the need for excessive accommodations and addressing learner needs through proactive design options.
- 3) Perceive how disclosure stigma contributes to academic problems, and they will take away evidence-based practices that will lead to positive solutions in the classroom for all students, especially learners with disabilities.

Primary Audiences

Instructors/Faculty, Early Career Faculty

Summary

Students with disabilities are increasingly attending colleges and universities. McIntire (2015) found that over 65% of high school graduates with disabilities continued on to post-secondary education. Although resources offered by college support departments have increased, the

graduation rates for these students are low (Fleming et al., 2017). The differences between high school and college are significant for learners because their educational situation falls under the ADA at the postsecondary level which facilitates access rather than the IDEA which facilitates success (Dragoo & Cole, 2019; Holzberg, 2017). This shift requires students to adjust to a new mindset in order to be successful, just as a new mindset is required for instructors who need to view student learning with a wider lens that addresses the needs of all students. College professors are trained as content area specialists and have often received little or no opportunities to increase their awareness of disability or learn how to address the needs of learners with disabilities within their classrooms. This session will provide knowledge and evidence-based practices to address this gap in training. It will illustrate how the use of Universal Design principles leads to fewer accommodations, fewer challenges for instructors, and fewer obstacles for all students.

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Proposal Keywords: (3-5 keywords)

disability, higher education, UDL, accommodations

38

The Poststructuralist Turn in Higher Education: Paulo Freire, Elizabeth Ellsworth and Liberatory Pedagogy.

Dr. Kelvin S Beckett

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Proposal Type

Research Session

Abstract

The presenter outlines the history of liberatory pedagogy in higher education focusing on the work of Paulo Freire and Elizabeth Ellsworth. He describes how the history has impacted his teaching and invites participants to describe the impact it might be having in their teaching. The aim is to develop a pedagogy which is truly liberatory and which can be applied in all of our courses.

Objectives

During the presentation, participants will:

- a) Engage in self-reflection and analysis of their teaching goals and methods,
- b) Learn more about Paulo Freire's liberatory pedagogy and criticisms of it by the poststructuralist philosopher Elizabeth Ellsworth,
- c) Learn how a poststructuralist approach to liberatory pedagogy is applied in the presenter's history and philosophy of education course,
- d) Reflect on how the approach can be applied in their courses, and
- e) Come to a shared understanding concerning the lessons learned and how they can be applied in all higher education courses.

Primary Audiences

Instructors/Faculty, SoTL Scholars

Summary

What is “liberatory pedagogy”? Does it still “feel empowering”? Liberatory pedagogy is most closely associated with the work of Paulo Freire. Freire was critical of both teacher-centered and learner-centered conceptions of education. He saw the teacher as a “teacher-student” and students as “students-teachers” (1970a/1996, p. 61). Freire’s liberatory conception of education, first presented to English readers in *Pedagogy of the Oppressed* and *Cultural Action for Freedom* in 1970, was transformational, because central to it were important aspects of education which other philosophers had marginalized. Freire cites teacher learning numerous times, not just once, as John Dewey did (Author, 2018), and he describes students teaching teachers throughout their engagement, not just at the end, as Richard Peters did (Author, 2011). But Freire’s critics argued that he paid insufficient attention to what students teach teachers, leaving readers with the impression that he believed it was not as significant as what teachers teach students. For Freire, the purpose of education is to help students unlearn “myths” implanted in them in childhood (1970a/1996, p. 114). It was less clear from what teachers are liberated. But teachers, critics argued, are mythologizers, too, perhaps especially those who, like Freire, initially see themselves as “revolutionary leaders” (p. 76). Face-to-face with students’ lived reality, teachers—and Freire himself was an excellent example—are inevitably humbled.

Elizabeth Ellsworth was critical of Freire’s critical pedagogy. In her now-classic article, “Why Doesn’t This Feel Empowering,” first published in 1989, she says that “strategies such as empowerment and dialogue,” key terms in Freire’s pedagogy, “give the illusion of equality while in fact leaving the authoritarian nature of the teacher/student relationship intact” (p. 306). “‘Emancipatory authority’...implies the presence of, or potential for, an emancipated teacher,” a teacher “who knows the object of study ‘better’ than do the students” (p. 307). Ellsworth advocated from a poststructuralist perspective for a discourse which acknowledges that “there are partial narratives that some social groups or cultures have and others can never know;” and she accepted this as “a condition to embrace and use as an opportunity to build a kind of social and educational interdependency that recognizes differences as ‘different strengths’ and ‘forces for change’” (p. 319).

Ellsworth’s Poststructuralism

For Ellsworth, “a recognition...that all knowings are partial, that there are fundamental things each of us cannot know...demands a fundamental retheorizing of ‘education’ and ‘pedagogy’” (1989, p. 310). She describes teachers and students participating in cooperative activities. Key terms in her analysis are “interdependency” and “equality” (pp. 306, 319). For her, teachers and students are, in the first instance, participants in education. She uses the term “participate” and its cognates twenty times in the 1989 article.

Poststructuralist teachers are not more “free, rational, and objective” than students (Ellsworth, 1989, p. 306), but they are differently free, rational, and objective. The aim of classroom

discussion is to canvas all perspectives and come to a conclusion which participants can agree with. While white teachers, for example, think they are being objective, students of color may feel “the violence of rationalism against its Others” (p. 304). Conversely, while students of color may present their views as objective, white teachers may feel that anger or depression in response to perceived violence is distorting them. But this, for poststructuralists, is an opportunity to embrace; and assuming that people of color, overall, are more aware of white peoples’ views than white people are of the views of people of color, teachers might learn more from students than students learn from teachers.

The poststructuralist teacher is “a learner of the student’s reality and knowledge,” but it is not, as it is for Freire, to bring the student “‘up’ to the teacher’s level of understanding” (Ellsworth, 1989, p. 306). Nor do students learn about the teacher’s reality to bring the teacher up to their level of understanding. Teachers and students learn for the same reason: to understand their shared reality. Ellsworth says that “no teacher is free of...learned and internalized oppressions,” and she immediately goes on to say, “nor are accounts of one group's suffering and struggle immune from reproducing narratives oppressive to another's (p. 308). The implication is that, as oppressive as the narratives of antiracist white teachers can be for students of color, the narratives of students of color can be just as oppressive to white teachers. But this, again, is an opportunity to embrace, one from which, also again, teachers might learn more from students than students learn from teachers, assuming, that is, that students of color are more sensitive to the distortions in their expressed views than white antiracists are to the distortions in their views.

Liberatory Education Today

Freire showed us how liberatory teachers can help oppressed students objectify, interrogate and overcome learned oppressions. Ellsworth argued that students can help oppressed teachers objectify, interrogate and overcome their learned oppressions as well, and, together, come to an understanding of their shared reality. The net effect of the poststructuralist turn in philosophy of education is to increase the scope of student teaching and teacher learning, and, given the still dominant, albeit competing, teacher-centered and learner-centered conceptions of education, this goes a long way to fulfilling Ellsworth’s promise of a “fundamental retheorizing of ‘education’ and ‘pedagogy’” (1989, p. 310).

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Proposal Keywords: (3-5 keywords)

Liberatory pedagogy, Poststructuralism, Paulo Freire, Elizabeth Ellsworth

39

Creating a Data Analytics Community of Practice for Teaching and Learning

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Proposal Type

Poster Session

Abstract

During this poster presentation, the authors will discuss their work as co-designers and co-facilitators for a small-scale faculty learning community that focused on the practices and implications for incorporating data analytics into teaching and learning in higher education. In addition to discussing the process for designing and engaging in the faculty learning community, the authors will also discuss how their work connects to the larger concept of communities of practice and the possibilities for other communities of practice related to data analytics generally and learning analytics specifically.

Objectives

As a result of attending our poster presentation, participants will learn more about designing and facilitating a community of practice for data analytics, more specifically learning analytics. Participants who are familiar with communities of practice can learn more about how our faculty learning community was connected to that larger concept, and participants who are not familiar with communities of practice can learn more about them. Participants will also learn more about the possibilities communities of practice hold for data analytics and learning analytics, particularly as it relates to privacy, transparency, and ethical use of analytics for teaching and learning.

Primary Audiences

Higher Education Administrators, Instructional Technologists

Summary

Data analytics is a rapidly growing area of higher education, and analytics have been used in a number of ways, including for retention and additional academic support (Asif et al., 2017; de Freitas et al., 2015). From the data collected using student identification cards to the data

collected in classrooms typically via learning management systems (LMSs), data analytics intersects with numerous facets of higher education. We view data analytics as an overarching category and learning analytics as a part of data analytics. In order to address the constantly evolving area of data analytics, we designed and facilitated a small-scale faculty learning community that functioned as a community of practice on data analytics integration in higher education teaching and learning.

Communities of practice can be excellent spaces for connecting across a number of topics (Wenger et al., 2002). The faculty learning community we created was not designed to promote or obstruct the use of data analytics in higher education teaching and learning. Instead, the community was designed to explore the many ways data analytics is used in higher education, specifically as it relates to the use of learning analytics in courses and other matters related to students' academic performance and futures at a colleges or universities. The group was also designed to explore the implications of using both data analytics and learning analytics in higher education. The community's goal was to learn more about what the incorporation of data analytics broadly and learning analytics specifically means for teaching and learning. The group started with a focus on Virginia-based colleges and universities and was administratively supported by the State Council of Higher Education for Virginia (SCHEV). After initial exploration, members of the community broadened the focus to larger practice and policy conversations for learning analytics in U.S. higher education.

The faculty learning community was also designed to foster conversations about critical areas of data analytics, such as privacy, transparency, and ethical use of learning analytics. Ethics and privacy are key areas of concern in learning analytics (Authors, 2020; Ifenthaler & Schumacher, 2016), and the community of practice created a space to discuss and address these important elements of analytics integration in teaching and learning.

Our community of practice included university faculty, but some of those faculty also held administrative positions in higher education. Each member of the community had a general interest in data analytics, so the community was designed to leverage those individual interests for collective, collaborative interactions. The poster presentation will discuss how our faculty learning community of practice was designed, how we interacted with other communities of practice through SCHEV, the impact our community of practice had on furthering our work—individually and collectively—on data analytics broadly and learning analytics specifically, and the impact communities of practice like ours can have on the ethical, responsible incorporation of learning analytics into higher education teaching and learning.

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Proposal Keywords: (3-5 keywords)

Community of practice; data analytics; learning analytics; higher education

40

Mentoring Instructors in Creating Accessible, Inclusive Syllabuses for Learners

Dr. Ilene Dawn Alexander

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Proposal Type

Practice Session

Abstract

What goes into creating good syllabuses – an accessible, inclusive, learning-centered document that might also launch motivation, trust, and creativity? A lot. Designing a syllabus for our actual students requires attention to:

backward design,
transparent assignment descriptions,
accessibility as distinct from accommodations,
practices linked to motivation and transparency
inclusive pedagogy in combination with social justice principles, and
learning – from neurobiological, psychological, and learning science perspectives.

This session will showcase syllabus development, peer feedback, and self-assessment practices created with graduate students, contract instructors, and tenure track faculty who were seeking to understand how to design accessible, inclusive courses and syllabuses for learners.

Objectives

During this session, participants will be supported in gaining comfort and fluency in:

1. Using the 4A's of backward course design (atmosphere, aims, activities, and assessments) also as a rhetorical tool in composing a syllabus with students as the primary audience.
2. Linking teaching with access and inclusion principles to learning-centered course and syllabus design.
3. Developing a plan for mentoring instructors developing learning-centered inclusive accessible syllabuses.

Primary Audiences

Faculty Developers, Instructors/Faculty

Summary

In working with graduate student instructors, contract instructors, and tenure track faculty in a variety of programs during the five years before and nearly three years of lockdown, the most frequent query is some version of these two:

What is the purpose of a syllabus?
How can I get students to read my syllabus?

Working and learning with participants in a range of programs:

Teaching for Access and Inclusion Program
Motivation webinars
Metacognition webinars
Multicultural Learning and Teaching Seminar
Assessment Deep Dive Seminar
Online Course Design Seminar

I devised a set of guidance documents to support instructors working to develop inclusive, accessible syllabuses for learners, taking care to align those practices embedded these programs. Participants Preparing Future Faculty courses, Early Career programs, and one-to-one consultations have drawn on the guidance documents – which include a range of supplemental resources and examples – have designed courses enacting and composed syllabus documents embodying the core principles of access, inclusion, learning-centered pedagogies. This session proposes to share the work and its resource base through using the proposed activities and resources to meet the stated objectives in a hands on way.

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Proposal Keywords: (3-5 keywords)

accessibility

inclusion

learning-centered syllabus

course design

social justice

41

Building Student Engagement through Coaching & Community Needs Assessment

Teaching Associate Professor J. Zoe Beckerman

George Washington University Milken Institute School of Public Health, Washington, DC, USA

Proposal Type

Panel Session

Abstract

Through a panel discussion, students will share (and the professor will moderate) the structure, outcomes, and learning take-aways of a senior seminar about community needs assessment (CNA) that scaffolds information and lessons through the use of a carefully crafted, semester-long hypothetical and additional materials such as mock data sets and focus group reports. The students will discuss their teamwork and how they moved step-wise through the development and execution of a complete CNA. By using a hands-on case study approach, students learned theoretical underpinnings, statutory basis, and approaches for conducting CNA resulting high-caliber reports and presentations.

Objectives

From attending this session, participants will be able to:

- 1) Identify an option for integrating a semester-long hypothetical with coaching into a course for active learning purposes;
- 2) Compare what worked with what might be improved upon in future efforts; and
- 3) Evaluate whether to utilize a similar approach for active learning in their own courses.

Primary Audiences

Instructors/Faculty

Summary

Active Learning, or using activity-based and team interactions in class, has long been considered an effective way to engage students and improve student outcomes.^{1,2} This session

will highlight the benefits of a promising practice in teaching public health undergraduates that uses in-depth active learning techniques beyond the usual flipped classroom or clicker approaches.

Through a panel discussion, students will share (and the professor will moderate) the structure, outcomes, and learning take-aways of a senior capstone seminar about community needs assessment (CNA) that scaffolds information and lessons through the use of a detailed, semester-long hypothetical and additional materials. The students will discuss how they paired into teams and worked on the case study for the entirety of the term. They moved step-wise through the development and execution of a complete CNA, knowing nothing about CNA beforehand. By using a hands-on case study approach, students learned the theoretical underpinnings of CNA, the statutory basis for many CNAs, and many approaches and techniques that include walking/observing a neighborhood, asset mapping using mapping software, SWOT+ analyses, secondary data research, developing survey questions, analyzing mock survey data and focus group reports, and developing a report/presentation containing recommendations stemming from the data. All the while, students checked their progress against the Emotional Journey of Creating Anything Great.³ Throughout the course, student learning was supported by active coaching from the professor instead of classic lecturing or teaching.⁴

Student learning assessments from this experience are consistently high and feedback for this course from prior students suggests that they retain much of it over time due to the active learning techniques and case study approach used.

Discussion by the panel and with the audience will include an explanation of how the work and coaching was set up over the course of the term, a review of some elements of the hypothetical case study, descriptions of the work process and work products, and what worked/didn't work for audience members to consider when building similar active learning courses.

References (up to 5)

1. See e.g., Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410–8415. <https://doi.org/10.1073/pnas.1319030111>; accessed on 5/31/22.
2. See also Yeatts K. B. (2014). Active learning by design: An undergraduate introductory public health course. *Frontiers in Public Health*, (2),2296-2565. <https://doi.org/10.3389/fpubh.2014.00284>; accessed on 5/31/22.

3. Author unknown or disputed (possibly Saddington, J., Musk, K or someone else). The emotional journey of creating anything great. Widely cited by coaches and entrepreneurs. See e.g., <https://grahamstaman.com/the-emotional-journey-of-creating-anything-great/>, <https://personalexcellence.co/blog/emotional-journey-creating-infographic/>, <https://www.linkedin.com/pulse/emotional-journey-creating-anything-great-michel-quintin/?articleId=6222081009517625344>; all accessed on 5/31/22.

4. Lim, M. (2021). The answer is not always the solution: using coaching in higher education. Times Higher Education, <https://www.timeshighereducation.com/campus/answer-not-always-solution-using-coaching-higher-education>; accessed on 5/31/22.

Proposal Keywords: (3-5 keywords)

Case Study, Active Learning, Community Needs Assessment, Hypothetical, Coaching

43

Including opportunities for translanguaging in practicum and methods coursework: Reflections from a multilingual preservice teacher and teacher educator

Dr Rod E Case

University of Nevada, Reno, Nevada, USA

Proposal Type

Practice Session

Abstract

Multilingual preservice and inservice teachers in colleges of education have rapidly increased rapidly over the last two decades. In writing and speaking, their multiple languages are not separated but combined, or “meshed,” into relevant genres, registers and dialects. This practice is often referred to as translanguaging and represents a viable teaching tool for teacher educators. The purpose of this presentation is to introduce ways in which teacher educators can introduce translanguaging practices into teaching methods and practicum courses. Views from a multilingual teacher educator and student are given.

Objectives

- 1) After a brief discussion of translanguaging, the participants will be able to identify the key constructs of translanguaging.
- 2) After examining the use of translanguaging-based assignments, the participants will be able to develop similar assignments in their classrooms.

Primary Audiences

Instructors/Faculty

Summary

College of education programs preparing in-service and preservice teachers are increasingly enrolling students from diverse backgrounds. For instance, the teaching force between 1987–1988 included approximately 327,000 minority and multilingual teachers while in 2017–2018 that number increased to over 810,000 minority and multilingual teachers (Ingersol, Merrill, Stuckey, Collins & Harrison, 2021). Multilingual pre- and in-service teachers, the focus of this

presentation, bring a rich repertoire of linguistic abilities to the classroom. In writing and speaking, their multiple languages are not separated but combined, or “meshed,” into relevant genres, registers and dialects. The practice arises out of a common grammatical system and in response to local circumstances and immediate needs. The study of the genres, registers and dialect which multilingual learners draw on is referred to as translanguaging. While there is ample discussion of how translanguaging emerges and techniques which can be used among the K-12 population to promote it, very little is available addressing the use of translanguaging and its instruction among pre- and in-service teachers.

In this presentation, participants will review and examine three techniques used over one semester of coursework for pre- and in-service teachers working towards an endorsement in teaching English language learners. The course was a practicum for pre- and in-service teachers working with multilingual learners. In it, students spent 25 hours with an experienced teacher observing and teaching multilingual learners. Two presenters will participate in the presentation, the course instructor and a student who completed the course. In the first ten minutes of the presentation, the course instructor will invite discussion on the attendee’s experiences with multilingual students in their classrooms. The presenters will ask how the students viewed the efforts and how they as faculty viewed the efforts. Next, the course instructor will give a brief overview of translanguaging theory (Garcia & Kleifgan, 2020) and a discussion of the design and assessment of the course with a focus on the three assignments below. In the next ten minutes, the student presenter will discuss her use of translanguaging in the assignments below. Audience members will be first asked to share their initial reactions to the writing and the assignments. Next, the student presenter will share her thoughts about the assignments, how she used translanguaging and what she felt it added to her experience in the class. A question and answer section will follow in which participants will be invited to ask questions about the student’s use of translanguaging in the classroom or how to include assignments which encourage translanguaging in the classroom. The following techniques, along with others depending upon time restrictions, will be presented.

This presentation will offer insights for teacher educators who would like to develop assignments which encourage the use and examination of translanguaging practices in teaching methods and practicum courses for English learners.

References (up to 5)

García, O., & Kleifgen, J.A. (2020). Translanguaging and Literacies. *Reading Research Quarterly*, 55(4), 553– 571. <https://doi.org/10.1002/rrq.286>

Ingersoll R, Merrill E, Stuckey D, Collins G, Harrison B. The Demographic Transformation of the Teaching Force in the United States. *Education Sciences*. 2021; 11(5):234.
<https://doi.org/10.3390/educsci11050234>

Proposal Keywords: (3-5 keywords)

Translanguaging, teacher education, multilingual students

44

Enhancing Diversity, Equity, and Inclusion in Teaching Using Open Educational Resources

CJ Ivory¹, Elissah Becknell², Kimberly Grotewold³, Rebecca March², Mary Jo Orzech⁴, Jennifer Wood⁴

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⁴State University of New York, The College at Brockport, Brockport, NY, USA

Proposal Type

Panel Session

Abstract

This session will focus on ways Open Educational Resources (OERs) are being used to address structural inequity and power relations in higher education. OERs have the potential to change the academic landscape empowering educators to build a culturally relevant curriculum that makes students partners in the knowledge production process and is inclusive of marginalized voices. Panelists will share their experience with developing OERs and its ability to address diversity, cultural misrecognition, gender, race, class, and power dynamics in the classroom.

Objectives

- Describe open educational resources
- Identify social justice dimensions for examining OERs
- Discuss open pedagogical approaches and course design
- Explore strategies to promote equity, diversity and inclusion in the classroom

Primary Audiences

Instructors/Faculty, SoTL Scholars

Summary

Educators across several disciplines will use Nancy Fraser's social justice framework to examine inequality in higher education, specifically as it relates to the following dimensions: economic (maldistribution of resources); cultural (misrecognition of culture and identities); and political (misrepresentation or exclusion of voices). They will use these dimensions as a tool to evaluate curricula and consider pedagogical approaches that promote diversity, equity and inclusion the classroom.

The first dimension of Fraser's framework is economic distribution. Fraser explains that "people can be impeded from full participation by economic structures that deny them the resources they need in order to interact with others as peers" (2009, p.73). As such, the lack of access to expensive textbooks experienced by financially disadvantaged students impedes their full participation in education. Economic equity is the dimension most referenced and OERs do offer equity in access to resources. However, a failure to address the remaining factors in Fraser's framework will continue to reproduce structural inequities without some intervention.

The second dimension of Fraser's framework is cultural recognition. In the higher education context, as with many facets of society, cultural injustices are manifest through hegemonic practices where content is developed through a White male heteronormative lens that centers this identity and marginalizes students that do not fit this description.

The third dimension of Fraser's framework is political representation. Political injustice surfaces in the misrepresentation and exclusion of certain voices, resulting in "asymmetries of political power" (Fraser, 2009, p.103) between those who have and those who do not have rights of membership in a decision-making community. The exclusion of the voices of marginalized students is further proliferated by their lack of power to be able to contribute to decision-making with regards to the knowledge valued and presented in the classroom.

Educators in a social work program share the ways OER can make social work education more equitable. Teacher educators discuss the impact of OER in PreK-12 education and outline how they incorporate lessons about OER into teacher education and educational leadership programs. Information literacy instructors reveal how culturally responsive pedagogy is used to inform the development of open course material for an information literacy course.

In this session, attendees will learn about the role of open pedagogy and culturally responsive pedagogical practices in addressing these various dimensions in the classroom. Panelists will

share their experience with developing OERs, their knowledge of integrating social justice principles into the curriculum, and managing epistemic power dynamics. They will also reveal strategies around their open textbook production and its ability to address diversity, cultural misrecognition, gender, race and class dynamics in their classrooms.

References (up to 5)

Gay, G. (2000) *Culturally Responsive Teaching: Theory, Research, and Practice*. Teachers College Press.

Fraser, N. (2009). *Scales of justice: reimagining political space in a globalizing world*. Columbia University Press.

Ladson-Billings, G. (1992). Reading between the lines and beyond the pages: A culturally relevant approach to literacy teaching. *Theory into Practice*, 31(4), 312-320.

Proposal Keywords: (3-5 keywords)

Open pedagogy, OER, equity, student centered learning

46

Differentiation through Competency-Based Learning

Dr. Elizabeth H Dorman, Ms. Chase M Trout

Fort Lewis College, Durango, CO, USA

Proposal Type

Poster Session

Abstract

Based on a research literature-based pilot experience, this poster will provide a step-by-step process of student involvement in a competency-based approach to learning and assessment that can be applied in any discipline. It will include student and faculty reflections and perspectives on the process and outcomes as well as plans for using this model of learning and assessment in two other courses next semester. The competency-based approach is a viable option for faculty to differentiate the learning and assessment process for students who have significant prior experience or background knowledge related to specified course outcomes and targeted assessment products.

Objectives

Participants will:

1. Understand and develop ideas for applying the basic conceptual model of differentiation through a competency-based approach to learning and assessment.
2. Understand and develop ideas for applying a step-by-step process of differentiation through student involvement in a competency-based approach to learning and assessment that can be integrated into any discipline.
3. Understand and develop ideas for applying the benefits and challenges of differentiation through a competency-based approach to learning and assessment in which students have a high degree of ownership and responsibility.
4. Hear faculty and student perspectives on differentiation through student involvement in a competency-based approach..

Primary Audiences

Instructors/Faculty, Curriculum Specialists

Summary

This will be a poster session. The presenters (one faculty member and one student) will incorporate questions for reflection and discussion throughout the poster presentation so that participants will have opportunities to consider concrete ideas for how this content could apply in their own disciplines and their own specific classrooms. There will also be ample opportunity for questions from the participants and open discussion among attendees.

Based on a research literature-based pilot experience, this poster will provide a step-by-step process of student involvement in a competency-based approach to learning and assessment that can be applied in any discipline. It will include student and faculty reflections and perspectives on the process and outcomes as well as plans for using this model of learning and assessment in two other courses next semester. The competency-based approach is a viable option for faculty to differentiate the learning and assessment process for students who have significant prior experience or background knowledge related to specified course outcomes and targeted assessment products.

This topic is potentially significant for all faculty members in all disciplines. Although this self-study of practice took place in a Teacher Education program and was focused on educators earning certification through an alternative pathway, the step-by-step process we employed could be applied to any students in any courses who arrive with sufficient prior experience or knowledge that a differentiated approach to achieving and demonstrating mastery of course outcomes is warranted.

References (up to 5)

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Casey, K., Worthen, M., & Truong, N. (2019). *Modernizing the teaching workforce for learner-centered, competency-based, equity-oriented education: State policy recommendations*. Vienna, VA: iNACOL.

Cator, K., Schneider, C., & Vander Ark, T. (2014). *Preparing teachers for deeper learning: Competency-based teacher preparation and development*. Digital Promise Getting Smart. <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/http://gettingsmart.com/wp-content/uploads/2014/01/FINAL-Preparing-Teachers-for-Deeper-Learning-Paper.pdf>

Roll, N. (2017). Competency-based teacher education program receives state approval. Inside Higher Ed. <https://www.insidehighered.com/news/2017/11/01/competency-based-teacher-education-program-receives-state-approval>

Proposal Keywords: (3-5 keywords)

Differentiation, competency-based, student involvement, assessment

47

Generation Z Students and Online Learning are No Laughing Matter---but Maybe They Should Be! Using Humor as a Pedagogical Tool to Connect with Your Online Students

Dr John A. Huss

Northern Kentucky University, Highland Heights, Kentucky, USA

Proposal Type

Practice Session

Abstract

Generation Z students are described as our first “digital natives” who have grown up typing with their thumbs and tuning out school-based interactions that do not capture their short attention spans. Gen Z students are seeking instructional models that combine world-class online learning environments with in-person engagement. One frequently overlooked strategy for establishing social presence and a sense of community within remote learning is the use of humor. This session provides easily implemented strategies to assist instructors in giving their online courses a digital personality makeover while providing relatability, caring, and social emotional learning, which is critical for Gen Z.

Objectives

The session will introduce strategies to assist instructors in giving their online courses a “humanizing” personality makeover (regardless of the content area and regardless of the comfort level of the individual professor). From developing a better digital presence to incorporating humor through audio, video, and text, instructors will recognize the need to develop an “affective” self for this medium because an online professor with humor will bring a more personable, less rigid presence to a web-based environment that may otherwise feel sterile and automated. Not all types of humor fit all types of professors...but there is *something* for everyone.

Primary Audiences

Instructors/Faculty, Curriculum Specialists

Summary

A survey of more than 3,000 students in the United States and Canada revealed nearly 80% of respondents said their online courses lacked the interrelationships of face-to-face classes. Such a phenomenon is especially prevalent among Generation Z students. Generation Z students are frequently described as being our first “digital natives” who have grown up typing with their thumbs on smartphones and tuning out school-based interactions that do not capture their short attention spans. Ideally, Gen Z students are seeking instructional models that combine world-class online learning environments with in-person engagement. Thus, as Gen Z students fill more and more university and college rosters, a need exists to continually reexamine the pedagogical strategies we employ to enhance a professor’s ability to be socially present, to project a personality through cyberspace, and to demonstrate a sense of affability within a virtual classroom.

One frequently overlooked strategy for establishing social presence and a sense of community within remote learning is the use of humor. The ideas of humor and higher education are not often mentioned in the same conversation, but a persistent message from the research literature suggests that perhaps they should. Segrist and Hupp (2015) summarized 41 years of empirical research on humor in the classroom and found an increase in learning, self-motivation, class participation, test performance, and divergent thinking. Evidence also emerged for the creation of a positive social and emotional learning environment, reduction in stress over learning new material, and a bond between students and faculty. Such an inclusion may be particularly pertinent at this time, given the undeniable shift in higher education dynamics as more and more colleges and universities, both by choice and by circumstance, witness unprecedented growth in their web-based programs, both fully online and blended. The Department of Education’s Integrated Postsecondary Education Data System reported that over 52% of students took at least one online course in 2019-2020, a total that excludes courses moved online on an emergency basis during the pandemic.

Instructors can benefit from targeted training in how to effectively use humor as a teaching strategy, particularly in their online courses. Aside from its documented academic benefits, humor serves to build relationships, break down barriers, and convey a sense of caring and support. To resonate with Gen Z students, professors need to think as entertainers do because they are competing for the student brain with an onslaught of extremely compelling and arguably addictive elements. Students view humor as a sign of relatability and approachability in their instructors and this type of social emotional learning is critical for Gen Z.

In this presentation participants will be shown easy-to-implement strategies and design tips that will assist them in creating social presence and connection with online students. Part of the process is to help instructors gain confidence in the use of humor. When instructors move past the awkwardness associated with seeing their own screen image, hearing their own voice, or expressing themselves and their materials in an amusing way, they often begin to realize they are not bound to limited modalities and can successfully project their persona into the course....or perhaps develop a new one. The session will reveal strategies that can be utilized as early as the first week of an online class, including podcasts and course introductions.

Humor can be embedded within syllabi, handouts, and course assignments. Attendees will interact with examples of comics, clips, informal storytelling, avatars, games, sound effects, and even the incorporation of humor in tests and quizzes. The session will also highlight misuses of humor as well as the importance of not underestimating, or overestimating, one's "audience." Participants will have the opportunity witness actual course modules and ask questions that will help them turn their own classes from drab to fab.

The willingness to make an online class more "humanized" and stress-free is a decision that the instructor makes, but it involves time, practice, and ideas to implement it effectively. According to Phillips, Wells, Ice, Curtis, and Kenney (2007), instructors who attempt to teach online courses with traditional teaching styles and mindsets often find themselves in conflict with not only their teaching methods, but also their very role in the college or university. This session will enable instructors to recognize the need to develop an "affective" self for this medium because an online professor with humor will bring a more personable, less rigid presence to a web-based environment that may otherwise feel sterile and automated. Not all types of humor fit all types of professors...but there is *something* for everyone. When it comes to Gen Z students, instructors need to greet them online with a smile and, better yet, a joke. This session will provide the strategies and tools to help bring your comedy tour to your next online classroom!

References (up to 5)

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Jiang, T., Li, H., & Hou, Y. (2019). Cultural differences in humor perception, usage, and implications. *Front Psychology*, 10(123). doi:10.3389/fpsyg.2019.00123

Paterson, J. (2019). Laugh it up: Can humor help teaching and learning? *Education World*. <https://www.educationworld.com/teachers/laugh-it-can-humor-help-teaching-and-learning>

Segrist, D.J., & Hupp, S.D.A. (2015). This class is a joke! Humor as a pedagogical tool in the teaching of psychology. Society for the Teaching of Psychology's Office of Teaching Resources. <http://www.teachpsych.org/Resources/Documents/otrp/resources/segrist15.pdf>

Suzuki, H., & Heath, L. (2014). Impacts of humor and relevance on the remembering of lecture details. *Humor, 27*(1), 87–101.

Proposal Keywords: (3-5 keywords)

humor, online learning, online teaching, Generation Z

48

Equity-Centered, Trauma-Informed Education: Reflecting on Practice

Dr. Elizabeth H Dorman

Fort Lewis College, Durango, CO, USA

Proposal Type

Practice Session

Abstract

This practice session responds to the call for educators at all levels to be better trained in equity-centered, trauma-informed practice to address the current COVID-19 global health crisis and widespread injustice for marginalized communities. This session will focus on what Venet (2021) calls the “four proactive priorities of decision making” in equity-centered, trauma-informed practice: predictability, flexibility, empowerment, and connection. A brief overview of these categories will be provided, followed by faculty reflections on how these categories showed up in our current pedagogy, classroom policies, and interactions with students; and then guided reflections on participants’ current practices through this lens.

Objectives

Participants will:

1. Deepen their own understanding of trauma-informed practice, especially as it intersects with equity-oriented education.
2. Understand and be able to apply the four proactive priorities of decision making in equity-centered, trauma-informed education-- predictability, flexibility, empowerment, and connection—in their own practice.
3. Use given prompts to reflect on these questions and identify concrete takeaways:
 - a) In what concrete ways do your pedagogy, curriculum, assessment, and policies already reflect the four principles of predictability, flexibility, empowerment, and connection?
 - b) In what specific ways could you revise your pedagogy, curriculum, assessment, and policies to align better with these principles?

Primary Audiences

Instructors/Faculty, Curriculum Specialists

Summary

The call for educators at all levels to be better trained in trauma-informed (TI) practice has been strengthened by the COVID-19 global health crisis in which much of the public is experiencing high levels of stress, anxiety, and potential trauma (CDC, 2019; Horesh & Brown, 2020).

Furthermore, other scholars (see, e.g., Ginwright, 2018; Markowitz & Bouffard, 2020; Thomas, 2021; Venet, 2021) call for closer attention to ensuring that trauma-informed instruction centers equity and is culturally responsive. This is especially important given the context of widespread injustice for marginalized communities, in the United States and beyond.

This session responds to these imperatives and will focus on what Venet, in her important text, *Equity-Centered Trauma-Informed Education* (2021), calls the “four proactive priorities of decision making” in equity-centered, trauma-informed practice: predictability, flexibility, empowerment, and connection. These ideas are relevant to and potentially significant for all educators at all levels who aim to support students’ learning and well-being.

First, a brief overview of these categories will be provided within the context of equity-centered, trauma-informed education. Second, we will share faculty reflections from a recent book study on the Venet text on how these categories show up in our current pedagogy, classroom policies, and interactions with students. We will share with vulnerability what we discovered about ways that our practices do and do not reflect the categories of predictability, flexibility, empowerment, and connection. Third, participants will be guided and invited to reflect on how their current practices and policies do and do not yet reflect these four categories. The intention is to leave the session with concrete ideas to incorporate the practice of these four categories into one’s educational practice.

Specifically, participants will use given prompts to reflect on these questions and identify concrete takeaways:

a) In what concrete ways do your pedagogy, curriculum, assessment, and policies already reflect the four principles of predictability, flexibility, empowerment, and connection?

b) In what specific ways could you revise your pedagogy, curriculum, assessment, and policies to align better with these principles?

This session is relevant to and potentially significant for all educators at all levels who aim to support students' learning and well-being.

References (up to 5)

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Ginwright, S. (2018, May 31). The future of healing: Shifting from trauma-informed care to healing-centered engagement. Retrieved from <https://ginwright.medium.com/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>

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Venet, A. S. (2021). *Equity-centered trauma-informed education*. Norton.

Proposal Keywords: (3-5 keywords)

Trauma-informed, equity, reflective practice

49

ComPAIRing classmates' answers as an alternative to using an answer keys for practice questions: lessons from a pilot in biology.

Dr. Pamela Kalas, Dr Beth L. Volpov, Dr. Arthur James Charbonneau
UBC, Vancouver, BC, Canada

Proposal Type

Poster Session

Abstract

Practice questions are popular with students and represent an effective learning and studying tool, allowing for self-testing of one's understanding. However, students often demand answer keys to check their work, which many instructors are reticent to provide for pedagogical and/or practical reasons. We explored the feasibility and effectiveness of using ComPAIR, an open source peer-review application based on adaptive comparative judgment, as an alternative to sharing answer keys. Preliminary results indicate that in our context (first-year science, meiosis), students' learning benefitted from both using an answer key and using compare, with no significant differences between the two groups.

Objectives

Participants will be able to:

- 1) consider whether ComPAIR could serve as a potential substitute for answer keys to their courses' practice questions;
- 2) access a demo version of ComPAIR as well as information on how to set up the app and contact tech support.

Primary Audiences

Early Career Faculty, Instructors/Faculty

Summary

Self-testing is an excellent study and learning strategy (Rodriguez et al., 2021; Stanger-Hall et al., 2011) and in many post-secondary courses students have the opportunity to self-test frequently using practice or study questions provided by their instructors and/or textbooks.

Often, students also demand and/or seek out answer keys to check the accuracy of their work, but many instructors are resistant to fulfill this request. While recognizing the crucial importance of feedback in the learning process, these instructors would prefer students to check their answers through active discussions during tutorial sessions or office hours visits. There are both pedagogical and practical reasons for instructors not wanting to provide feedback via answer keys. For instance, students may “misuse” the keys, e.g. by focusing on memorizing the correct answers rather than understand their mistakes, or by quickly reading the answers and thinking they understand them without testing themselves again to verify this. Also, once the answer keys are made available to one group of students, it is very difficult to keep it from reaching future cohorts. This can compromise the effectiveness of the practice questions by tempting many students to just learn the correct answers instead of engaging with the questions, or to take quick peaks at the answers whenever they get stuck on a challenging. Finally, if instructors wanted to assign some practice questions as graded homework, students having access to answer keys from previous cohorts would mean that new set of questions would have to be developed every year – a heavy burden for already overworked faculty.

In this pilot, we explored the feasibility and effectiveness of using a technology-supported, structured, comparative peer-review activity as an alternative to handing out answer keys to support student learning of meiosis. The technology in question is the open source application ComPAIR, a peer-review tool which leverages students’ comparative judgment skills rather than their ability and/or willingness to provide open-ended comments or evaluations (Potter et al., 2017). Meiosis was chosen because it was part of the course at hand, it is a notoriously challenging topic for students, and a concept inventory is available to measure students’ mastery of it (Kalas et al., 2013).

For the biology unit on mitosis and meiosis, students in our first-year science class were divided into two groups. Students in both groups were assigned the same preparatory pre-lecture assignments and took part in the same activities for the first part of a two-hours class, but they sat on different sides of the classroom center aisle to avoid inter-group communication. The common in-class activities consisted of completing the meiosis concept inventory (pre-test), working (in pairs or trios with students in the same group) and receiving feedback on a worksheet on DNA replication and mitosis, then individually completing an open-ended question on meiosis.

After completing the meiosis question, students in Group 1 submitted a picture of their work to the instructor, received a detailed copy of the answer key, and were tasked with spending 20 minutes comparing their answers to the key, studying it, and paying particular attention to a given set of attributes. Their Group 2 counterparts, on the other hand, submitted a copy of their work to ComPAIR and spent 20 minutes on the associated peer-review exercise. The app assigned each student to review two pairs of answers submitted by their peers and had them report, for each pair, which was the better answer and why, based on the same set of attributes given to Group 1. Then, the system provided each student with the feedback/comments that

their answer received during the comparison phase, and students were encouraged to review it. Finally, all students completed the meiosis concept inventory again (post-test). Note that the instructor did not provide any teaching of meiosis, or feedback on the meiosis question, so that we could specifically examine how the use of the practice question followed by either the study of the answer key or the ComPAIR activity may affect students' mastery of the topic.

A total of 64 students (N=36 in Group 1 and N=28 in Group 2) completed all the prescribed in-class activities. As expected, we found no statistically significant inter-group differences in the pre-test scores (as determined by an ANOVA on two LME nested models with p set to 0.05) or in the quality of the answers to the open-ended meiosis question submitted by the students. Both groups also significantly improved their performance from the pre- to the post-test and produced substantial mean normalized changes (cave; Marx and Cummings, 2007). Surprisingly to us, however, this improvement did not differ significantly between the two groups (Group 1 cave=0.31 vs. Group 2 cave=0.32). Particularly intriguing were the results for the concept inventory's item #15, 16 and 17, which address elements explicitly covered in the open-ended question. Group 1 students had spent 20 minutes engaging with an answer key that they knew was correct and effectively shows the answers to items 15-17, while students in Group 2 had been evaluating varying inaccurate answers from their peers, with no information on what elements might be correct, incorrect, or incomplete. Therefore, we expected Group 1 to improve more/perform better than Group 2 at least on these particular items, but it was not the case.

Our findings suggest that a ComPAIR activity following completion of a practice question can be as effective as an answer key in supporting students' learning. As this pilot was only conducted once and was limited to a very narrow topic, further work is necessary to establish the potential of ComPAIR as an alternative to answer keys in a broader selection of contexts, topics, and disciplines. We invite our colleagues to consider experimenting with ComPAIR in their own courses and exploring it as an alternative to answer keys.

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Proposal Keywords: (3-5 keywords)

answer keys, ComPAIR, peer feedback, meiosis

51

"I can't say that!" or, "If only I'd had a bigger/smaller part." Does role assignment make a difference in student learning? Stretching, safety, and the search for best practices in *Reacting to the Past* role-playing games and other deep-immersion activities.

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Proposal Type

Practice Session

Abstract

In *Reacting to the Past* games, debates, simulations, and other deep-immersion pedagogies, how much impact does role assignment have on student learning? Should students be given input into what role they will play, and if so how much? Can we discern a set of best practices that will stretch students while also ensuring safety, avoiding curriculum violence, and furthering DEI goals? Participants in this session will examine these questions, take a look at some preliminary data, and discuss this developing research area.

Objectives

Participants will: 1) gain insight into the possible impact of role assignment strategies on student outcomes, based on the preliminary data from an ongoing study; 2) see a variety of strategies used by faculty for role assignment; 3) consider choosing a role assignment strategy matched to their instructor goals, class type, and game/activity type; 4) offer suggestions or other avenues for data collection and perspectives to consider.

Primary Audiences

Instructors/Faculty, SoTL Scholars

Summary

As a professor of history teaching undergraduate and graduate students for over a decade, I have used many types of role-playing games, debates, simulations, and other active learning pedagogies in which students need to research, argue, and otherwise act from a particular perspective, including but not limited to a variety of games in the *Reacting to the Past* pedagogical universe. A developing literature in this area, my own observations, and student

feedback leave me overall quite convinced of the efficacy of these activities. (Carnes 2014, Watson and Hagood 2018) Students often report that they have gained a deeper understanding of the subject matter than they would have from less active learning formats. The general skills of research, writing, argumentation, and public speaking that students gain are also visible in the literature and student feedback. Harder to document, but of great importance, are student gains in the soft skills of teamwork, strategizing, persuasion, and above all empathy, particularly for those of different backgrounds and different beliefs than the students themselves. (Schult, Lidinsky et al 2018)

But as dedicated as I am to deep immersion role-playing pedagogies, one area of student feedback has made me wonder whether we are serving all of our students as well as we can. Occasionally I have seen students self-report that the role they were given affected their learning. While often this is reported as a positive difference, in some cases the student has perceived a negative impact, such as feeling either too much pressure to lead, or feeling marginalized and unheard. Further, there is important and ongoing debate among instructors who use role playing about how to ensure student safety when an accurate historical exploration requires one or more students to argue, in character, beliefs that constitute(d) an attack on the fundamental dignity and rights of some people. For example, in games that examine historical arguments about slavery as an institution, eugenics, or other racist or discriminatory beliefs, should students be given a choice to veto or opt out of a particular role assignment?

Increasing awareness of these issues for students has led many instructors using *Reacting to the Past* games to offer students some mechanism of input into the roles that they are assigned. Still others see this as a further reason to use an entirely random process for role assignment. One line of arguing holds that students must be pushed out of their comfort zones if they are to learn, whether we are talking about a fear of public speaking, or dealing with sensitive topics. Yet another position is that students need to feel safe in order for real learning and growth to occur.

Then, beyond questions of safety, there are pedagogical strategies that argue for different non-random ways of grouping students. For example, one could put a strong student in each team, so that they teach others, or one could group quieter students together so that they must/can speak. But to what degree do such strategies rely on the instructor's perception of student ability or potential, which may be quite flawed?

So the research question is: does the role assignment strategy used by the instructor – random, by request, or some combination -- have a measurable effect on student learning? If so, is it possible to discern a set of best practices that will both stretch students and allow for a safe learning environment?

Scope and method: Over the course of summer 2022, I will be looking back at several years' worth of reflective assignments by my students for information related to role assignment. I will

also interview faculty about the various strategies they use, and why. Then in Fall 2022 I will design and carry out the first of two semesters of surveys of students in courses that use such role-playing activities.

This conference session will introduce participants (via active learning, of course!) to the variety of role assignment strategies under examination, discuss the context and challenges that motivate the research, present preliminary data, and then consider participant questions, feedback, and ideas for further development of this project.

References (up to 5)

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Watson, C. Edward and Thomas Chase Hagood, eds. *Playing to Learn with Reacting to the Past: Research on High Impact, Active Learning Practices*. Palgrave Macmillan, 2018.

"College Professors Drop Slavery Role-Playing Lesson Over Concerns it Upsets Students." *Wall Street Journal*, May 13, 2022.

Proposal Keywords: (3-5 keywords)

Role-Playing

Reacting to the Past

DEI

Safety

Deep Immersion pedagogies

52

Purposeful + Inclusive Strategies for Hyflex Course Engagement

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Proposal Type

Practice Session

Abstract

Engaging online and hybrid adult learners through the identification of purposeful strategies supports inclusive instructional practices. By acknowledging tools and resources, and allocating time and space for simulated in-class experiences matching the online experience, hyflex learners can strategically connect and participate in course activities which promote the value of inclusivity. Quality-driven online instruction relies upon: modeling tools that are user-friendly and driven by sound pedagogy (Pollacia & McCallister, 2019), peer-review (Shattuck, 2012), and instructional strategies prompted by student engagement (Bartlett, 2022). The assessment of student learning outcomes and institutional commitment also aid in the development of online programs (Legon, 2015).

Objectives

Participants will be able to: 1) access resources about strategic ways to implement course design; 2) engage in dialogue about their online instructional approaches to exchange best practices among one another; 3) contribute to a crowdsourced document designed to disseminate insights from the session's conversation

Primary Audiences

Early Career Faculty, Instructors/Faculty

Summary

This session focuses on strategies that have proven to be successful when teaching in an online or hyflex environment. Hyflex in this session, refers to learning that occurs through a combination of face-to-face (F2F), online synchronous, and hybrid instruction. Presenters will share out best practices for maintaining the engagement of adult learners in hyflex environments by sharing out the purposeful strategies which promote inclusive course design.

Presenters will explain examples of the tools and resources utilized in their own classroom settings that have received positive feedback from students. The focus on the success of students and specifically, student engagement will allow a connection between these best practices and what research has shown to promote quality course design (Bartlett, 2022). A portion of the session will focus on how the allocation of time and space for hyflex instruction can match a F2F environment, with strategic connections to supporting diverse learners with a wide arrange of needs. Three objectives will guide this session and are designed to allow participants opportunities to: 1) access resources about strategic ways to implement inclusive course design. This objective will be met through the exploration of examples and resources shared by presenters. Examples are one way to share strategies that have worked in the past as a best practice moving forward. One example that will be shared is the use of a peer-review in class activity, which promotes a quality driven instructional practice (Shattuck, 2012). The second objective, will allow participants time to engage in dialogue about their online instructional approaches to exchange best practices through participation in breakout rooms with question prompts to guide discussion, during this session, notes will be curated in a shared document. The third and final objective, will enable session attendees time to contribute to a crowdsourced document designed to disseminate insights from the session's conversation. Research has shown that quality online instruction involves demonstrating tools and technology that promote access and are user-friendly (Pollacia & McCallister, 2019). The session will conclude with disseminating access to all resources and documents shared during the session.

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Proposal Keywords: (3-5 keywords)

inclusive design, instructional strategies, hyflex, purposeful

53

Learning and Letters: An OER Course Development Journey

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Proposal Type

Practice Session

Abstract

Development of the creative nonfiction course, *Narratives We Think We Know: American Women's Stories through Letters*, led to the use of only Open Educational Resources (OERs) in the course. For this presentation, I will share course materials, samples of student work, as well as lessons learned from the OER design process, lessons learned for participation in three Lumen Circles fellowships, and research on women's letter writing. Participants will have the opportunity to think about their own OER course design/redesign.

Objectives

Participants will learn about a particular course development journey, professional development opportunities related to evidence-based practices for student engagement, OER course development, and online learning course redesign to meet student learning needs and course objectives.

Primary Audiences

Instructors/Faculty, Instructional Technologists

Summary

In the Spring of 2020, I proposed and designed a revision of an in person seminar to an online creative nonfiction course *Narratives We Think We Know: American Women's Stories through Letters*. The inspiration for the original course and this new course was Grunwald and Adler's (2005) *Women's Letters: America from the Revolutionary War to the Present*. Students read primary source letters and respond to them through epistolary creative nonfiction journals. Due to the cost and limited availability of the text and research into more diverse women's letters/letter collections, the course is now offered with only Open Educational Resources (OERs). For this presentation, I will share course materials, samples of student work, as well as

lessons learned from the OER design process, completion of three Lumen fellowships, and research on women's letter writing.

References (up to 5)

Lumen Circles (Teaching with Active learning, Belonging & Inclusive Teaching Fundamentals, and Teaching with OER & OER-enabled Pedagogy - <https://lumenlearning.com/what/circles>

SUNY Empire State College - OER Development Guide - <https://subjectguides.esc.edu/oer>

Proposal Keywords: (3-5 keywords)

OER, Open Educational Resources, Lumen, Letter writing

Keywords. This is a test submission. This is a test submission. This is a test submission. This is a test submission.

