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**2019 ISETL Conference – Presentation Abstracts***(listed in order of appearance)***Thursday, October 10, 2019**

7:00 a.m.

**Registration Opens**

8:00 – 9:00 a.m.

**Breakfast**

Galileo/Drake

9:00 – 10:00 a.m.

**Keynote Address**

Galileo/Drake

**Peter Doolittle*****Fostering Pedagogical Innovation and Excellence – Past, Present, and Future***

Pedagogical innovation — new strategies, new models, new technologies — are all the rage. From personalized learning to MOOCs to design thinking to audio/video tutorials, you can't swing a dead cat without hitting a new pedagogical innovation. There is a long history to innovative pedagogies. Where have we been? Where are we now? Where are we going? What has worked (cooperative learning) and what has not (MOOCs)? This presentation will stretch far and wide and end up with the top 5 pedagogical strategies of all time. It'll be a hoot!

10:20 – 11:10 a.m.

Magellan - Specialty Track: Equity & Inclusion

**Freedom vs. Structure in Teaching Diversity Courses: Implications of Low and High Course Standardization**

Ryan Miller, University of North Carolina at Charlotte

Laura Struve, University of Texas at Austin

Cathy Howell University of North Carolina at Charlotte

Paul Holliday-Millard, University of North Carolina at Charlotte

Diversity courses are increasingly becoming a required component of undergraduate curricula; however, course structure varies widely, including student learning outcomes and overall course standardization. This study presents findings from a qualitative case study comparing two institutions with different approaches to diversity course design, followed by a facilitated discussion about this study's findings and implications for instructors, developers, and administrators invested in diversity course development.

Venice I - General Session: Research

**Assessing Student Success in Active Learning STEM Gateway Courses**

Dave Frantzreb, University of North Carolina at Charlotte

Few studies have examined the variance of students between flipped and traditional classroom lectures beyond perceptions and comparison of final course grades. This paper will use a 2-level Hierarchical Linear Model (HLM) to investigate how students' participation in a flipped introductory biology and chemistry courses. The aim is to measure the differences between students and within classes as student progress through the semester moving beyond the descriptive narratives of student perceptions of participating in flipped course instruction. The 2-level HLM will be able to account for the nested student data within and between classrooms to help instructors and administrators design future courses.

Venice II - Specialty Track: Instructional Design

**Enhancing Cognitive Presence in Online Courses: Role of Case-Based Discussions and Initial Question Prompts**

Ayesha Sadaf, University of North Carolina at Charlotte  
Tong Wu, University of North Carolina at Charlotte

Given the rapid growth of online education, ensuring the quality of online course design has gained considerable concern. Asynchronous online discussions hold great potential to facilitate deep and meaningful approaches to learning. Although achieving high-levels of learning is often the goal of online discussions, studies have noted that the majority of students' discussions reflect lower levels of cognitive presence. Case-based discussions is one of the promising approaches used to facilitate high-level learning through application of real-world scenarios across different disciplines. This presentation will highlight findings from a study that implement case-based discussions and explored its impact on students' cognitive presence in online courses.

Venice III - General Session: Interactive Teaching

**A CURE for the Common CoLD (Course Lacking Discovery-based research)**

Becky L. Morrow, University of Florida

Communication, problem solving, and critical thinking skills, though expected of new college graduates, are often found lacking by employers. Undergraduate Research not only cultivates these skills, but builds motivation, persistence, and confidence. Unfortunately, traditional research experiences are limited in number. Course-Based Undergraduate Research Experiences (CUREs), overcome this challenge, engaging whole classes in addressing a research question, generating novel data, and making new discoveries. This session will introduce the CURE pedagogy, the benefits of CUREs to students, faculty, and the community, and the presenter's experience of developing and implementing CUREs over the past five years.

**11:20 - 12:10 p.m.**

Magellan - Specialty Track: Equity & Inclusion

**Stop Re-Inventing The Wheel Alone: Sharing a Mixed Methods Evaluation of a Discipline-Specific Diversity Intervention and Building a Community of Practice**

Heather Perkins, North Carolina State University

Abby Nance, North Carolina State University

Betty-Shannon Prevatt, Meredith College

The call for increased diversity, equity, and inclusion echoes in every corner of academia, but many faculty continue to report feeling intimidated, discouraged, or simply overwhelmed by the task. This research presentation will highlight findings from assignments designed to highlight diversity and increase belonging in STEM classrooms. Activities and outcomes will be shared, along with discussions regarding evaluation and implementation of similar initiatives in other fields. The goal is to continue building a community of practice and to provide interested faculty with tested and refined teaching tools for use in their own classrooms

Venice I - General Session: Research

**An Examination of Gender Bias in Student Course Evaluations**

Cece Toole, Meredith College

Julie Schrock, Meredith College

Dianne Raubenheimer, Meredith College

As part of the process for revising the student course evaluation instrument at our institution, faculty raised concerns about gender bias. In response to their concerns, three semesters' worth of faculty course evaluations were examined for bias using both quantitative and qualitative analyses. In this session we share the results of those analyses and, with participants, consider possible hypotheses for why the results differed from those found in the literature

Venue II - Specialty Track: Instructional Design

**Capstone Assessments and Curriculum Alignment for Graduate Programs**

William M. Gummerson, Appalachian State University  
Precious Guramatunhu-Mudiwa, Appalachian State University  
Barbara B. Howard, Appalachian State University

This session will provide an opportunity to review and discuss the process of developing common capstone assessments within a curriculum mapping process, while aligning curriculum within a program of study for a graduate program in a mid-size comprehensive master's university. The program presented is a graduate-level licensure program for school leaders that must meet state professional and university accreditation standards. Results of the work include assessment descriptions, grading rubrics, and course activities. Discussion will focus on the process of development as well as intended implementation.

Venue III - General Session: Interactive Teaching

**Reducing Stress and Increasing Attention: Use of Contemplative Practices in the Classroom**

Michele McGrady, Western Michigan University

Stressed out students? Check. Fatigued faculty? Check. As stress levels among college students continue to rise, faculty search for ways to keep students engaged while fighting their own fatigue. Contemplative pedagogy offers opportunities to facilitate first person learning, reduce stress, and increase connection in the classroom. In this interactive session you will learn the basics of contemplative pedagogy, practice sample exercises, and learn how practices can easily be implemented into your classroom.

**12:10 – 1:30 p.m.**

**Lunch on your own or with ISETL friends**

1:30 – 2:20 p.m.

Magellan - Specialty Track: Equity & Inclusion

**Role of Assessment Software in Student Retention and Success in Online Courses**

Shanta Varma, Auburn University at Montgomery

Although more students are enrolling for online courses, they are also dropping from these courses at a higher rate. Institutions interested in growing their online programs have grappled with this issue for a longtime. Studies in the past have related student success mostly to student satisfaction/expectations, teaching effectiveness/presence and pedagogy. However, it is time to understand how these studies have actually helped with increasing the retention rate in online courses. This presentation will focus on some of the pre-course assessment tools, techniques and findings implemented in Auburn University at Montgomery online courses that has helped with student success and retention.

Venice I - General Session: Research

**Assessing the Effectiveness of Mock Trial as a Pedagogical Tool in Higher Education**

Leeann Lower-Hoppe, The Ohio State University

James Evans, The Ohio State University

Richard Bailey, The Ohio State University

Shea Brgoch, The Ohio State University

Mock trial is a dynamic experiential learning exercise that utilizes interactive role play to engage students in collaborative, active learning. However, most literature is anecdotal without evidence of student outcomes. A grant-funded mock trial project was implemented within four undergraduate sport law classes in 2018-2019, with 176 students participating. To evaluate mock trial effectiveness, the investigators assessed student learning, mock trial logistics, and participants' affective experiences through formative and summative assessments (i.e., coursework; pre/post survey; focus groups; observations). This presentation will highlight study findings and facilitate interactive discussion on how to utilize mock trial in higher education.

Venice II - Specialty Track: Instructional Design

**Transforming Student Engagement Through Learner Experience Design**

Jerry Schnepf, Bowling Green State University  
Christian Rogers, Indiana University-Purdue University Indianapolis

How can educators adapt their curriculum to meet the needs of an evolving student population? Learner Experience Design (LX) leverages techniques, mindsets, and approaches from the field of User Experience (UX) to help educators create innovative and effective learning opportunities. It combines user-centered instructional design with educational theory, pedagogy, and psychology. Participants in this presentation will learn how to integrate LX into their curriculum development workflow. They will glean insight from student interviews, create personas, ideate curricular solutions, and reflect together on how LX can help them to be more innovative and effective educators.

**2:30 – 3:20 p.m.**

Magellan - Specialty Track: Equity & Inclusion

**Barriers and Supports: Demographic Patterns and Student Perceptions in Comp and Comm Courses**

Ruth Benander, University of Cincinnati Blue Ash College  
Amber Peplow, University of Cincinnati Blue Ash College  
Sana Clason, University of Cincinnati Blue Ash College

In a program assessment, we found that students of color were likely to be over-represented in developmental courses and under-represented in second-year courses. We conducted a survey of 309 students across composition and communication courses as well as focus groups involving 98 students to explore what we could do in our Composition and Communication courses to create equity and inclusion to support more students reaching sophomore English and Communication courses. We found no statistical differences in the responses according to ethnicity and gender, but economic status and age did show differences in the perceptions of barriers and supports in student success.



Venice I - General Session: Research

**Changing Math Instruction for Students Referred to Developmental Mathematics: Findings from Two Studies**

Susan Bickerstaff, Community College Research Center  
Dominique Dukes, MDRC

Research on curriculum and pedagogy in developmental (or remedial) mathematics indicates that typical teaching approaches emphasize memorization, often at the expense of the kinds of conceptual understanding that prepare students for college-level mathematics and the numeracy demands of the workforce. This presentation will include findings from two evaluations of programs designed to improve outcomes for students referred to developmental mathematics, in part through conceptually oriented instruction. Researchers will describe specific features of the programs' instructional approach as well as outcome data that show their promise for improving student math learning and success.

Venice II - Specialty Track: Instructional Design

**Micro-credentialing: Learner Focused Design**

Amy Rottmann, Lenoir-Rhyne University  
Molly Duggan, Lenoir-Rhyne University

This session will assist attendees in creating an inclusive, authentic, and innovative approach to curriculum design. Micro-credentialing is an instructional approach that engages today's learners through bite-sized information in a cost-effective manner. Join this session to hear a first-hand experience of how two faculty members transitioned traditional courses into a micro-credentialing format. The presenters will share a micro-credentialing template that can be modified to meet diverse program needs. Also, attendees will walk away with tips on enhancing the micro-credentialing approach through integrating performance-based assessments.

Venice III - General Session: Interactive Teaching

**Decision-Based Learning: Organizing Instruction around the Problem-Solving Performance of an Expert**

Michael C Johnson, Brigham Young University

During this presentation, participants will: a) discover the difference between conceptual, procedural, and conditional knowledge; b) experience Decision-Based Learning from the perspective of a student; c) discuss how the approach utilizes several principles of effective learning; and, d) consider what elements of a course they are designing.

**3:20 – 3:40 p.m.**

**Break**

**3:40 – 4:30 p.m.**

Magellan - Specialty Track: Equity & Inclusion

**Students with Minoritized Identities of Sexuality and Gender (MloSG) Navigating STEM Majors and Classrooms**

Ryan Miller, University of North Carolina at Charlotte

Few studies have examined the experiences of students with various LGBTQ identities in STEM, but the limited available evidence presents concerns about invisibility in the curriculum, hostility from peers, and a male-oriented, heteronormative framing of STEM fields. This presentation aims to open a dialogue on how students with minoritized identities of sexuality and gender (MloSG) experience STEM classrooms and majors. We will share findings from a constructivist grounded theory study of 56 STEM students with MloSG including an emergent theoretical model. We will emphasize discussion of implications for faculty, faculty developers, and administrators seeking greater equity and inclusion within STEM.

Venice I - General Session: Research

**Case Study: The Assessment of Student Learning with the Principles of Metacognition Awareness**

Qunxing Ding, Kent State University at East Liverpool  
Haiyan Zhu, Kent State University at East Liverpool

Metacognition refers to self-judgment, monitoring, and regulation, integral components of the human mind, involved in the self-awareness, learning, reasoning, planning, critical thinking, and problem-solving---basically the major goals of higher education [1,2]. In addition, metacognition emphasizes maximizing learning skills, which is the fundamental ability for the future development of the students. This presentation will report the study results of the metacognitive features of the current students in college learning, and the possible development of pedagogical strategies will also be discussed.

Venice II - Specialty Track: Instructional Design

**Beyond the Buzzword: Easy "Active Learning" Strategies to use NOW!**

Jillian Gesualdi, Johnson and Wales University  
Keri Green, Johnson and Wales University

Are you sick of hearing about using Active Learning? Faculty have heard this overused buzzword for years, but how can they easily implement this style of teaching without spending hours prepping for every class or throwing everything they know out the door? Learn how faculty can include their favorite assignments while embracing a new engaging approach to teaching.

Venice III - General Session: Interactive Teaching

**A Low Prep Activity to Facilitate Students Applying Key Concepts**

Bill Schmidt, Meredith College  
Julie Schrock, Meredith College

Participants in this session will engage in an activity that requires very little prep but facilitates students applying key concepts in an engaging format. After the activity we will discuss the benefits to students, as well as how the activity could be adapted to a variety of disciplines.

**4:40 – 5:30 p.m.**

Magellan - Specialty Track: Equity & Inclusion

**Improving Teaching Efficacy Through Performance Training**

Jen Moon, University of Texas at Austin  
Khristian Mendez, University of Texas at Austin  
Shelly Engelman, University of Texas at Austin  
Haley Barnes, University of Texas at Austin  
Adrienne Loftus, University of Texas at Austin

We investigated the efficacy of training university instructors in the use of dramatic arts and communication tools to build an inclusive and positive classroom learning environment. In the study, a community of ten STEM instructors participated in one-year training sessions, consisting of workshops and pedagogical support. Our presentation will share the

quantitative and qualitative data for our hypothesis stating that training instructors in the dramatic arts and communication methods enriches student engagement and increases instructor willingness to try innovative pedagogical approaches. We will engage participants in a training example and invite discussion on our approaches and outcomes.

Venice I - General Session: Research

**Successful Translation of Theory to Practice: Factors Affecting Registered Nurse Preparedness for High Acuity Clinical Learning**

Heather McLellan, Mount Royal University

Registered Nurses who wish to transition to high acuity clinical practice areas such as the intensive care unit or emergency department require additional theoretical knowledge and clinical experiential learning to be able to successfully and safely practice. While previous research has defined the skills, attitudes and practices that pertain to an ideal clinical educator, less attention has been paid to the role of the adult learner in terms of preparation for returning to clinical learning. This presentation will highlight findings from a pilot study that examined factors that most influence RN student preparedness and self perception of preparedness for success in the clinical learning environment in high acuity practice areas.

Venice II - Specialty Track: Instructional Design

**Shake Up Classroom Design and Teach to the Modern Student: Diversifying Instructional Methodologies**

Dara Dirhan, West Chester University of Pennsylvania

Schools of today contain modern students in modern classrooms, so why are educators continuing to instruct classrooms with outdated methodologies? One size no longer fits all! Diversifying instructional methodologies allows educators to address multiple learning styles, empowers students, guides student learning, increases students' engagement and enthusiasm in the classroom, all while accomplishing course outcomes. This interactive presentation will shake up traditional classroom design and teaching methodologies, exposing attendees to diversified instructional methodologies students love. Attendees will be active participants in learning some tried and true strategies for diversifying instructional methodologies in the classroom that we have pilot-tested in our classes.

5:40 – 6:30 p.m.

**Poster Session**

Galileo/Drake

Cash Bar/Light hor d'oeuvres

**Purposeful Pedagogy: Faculty Engagement to Improve Student Learning Outcomes**

Francine Parker, Auburn University

Tanya Johnson, Auburn University

Libba McMillan, Auburn University

Surely a common characteristic of successful higher education academic programs and effective faculty is the drive to continually improve student learning outcomes. For some, the stakes are high when a post-graduation licensure exam is the gateway to professional practice. Nursing is one such profession. In this presentation, participants will learn how faculty collaborated to implement innovative teaching strategies throughout the curriculum with the aim of improving standardized specialty exam scores and first time NCLEX-RN success. Establishing an interprofessional learning improvement team broadened the perspectives of nursing faculty and facilitated success.

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### **The Impact of Service Learning on Students Serving at an On-Campus Food Pantry**

Kim Buch, University North Carolina Charlotte

This poster describes a year-long service learning project integrated into a Psychology Learning Community (PLC) for first-year psychology majors. The project began with the creation of an on-campus food pantry serving students facing hunger and food insecurity. Since then, five PLC cohorts have participated in service learning projects at the pantry in two required PLC courses. This poster shares the results of a study which examined the impact of students' participation in service learning on their civic attitudes and intentions. Lessons learned and best practices in creating on-campus "students serving students" projects are also shared.

### **Pharmacology: A Collaboration Across Disciplines to Encourage Consistency and Accuracy in the Classroom**

Jennifer Ellis, University of Cincinnati Blue Ash College  
Ann Witham, University of Cincinnati Blue Ash College

Teaching pharmacology requires innovative strategies to promote student learning, achievement of outcomes, and life-long learning principles in undergraduate nursing education (Barkhouse-MacKeen & Murphy 2012). In concept-based curriculum, Pharmacology is often interwoven into many concepts and exemplars being taught across all courses and by various faculty, and supported by separate Pharmacology courses taught outside the Nursing Department. This creates differences in how the material is presented and variations on what is provided to students. With the major role nurses play in medication administration and assessment of medication effects, it is key that Nursing students have a strong foundation in Pharmacology. In addition, Pharmacology counts for 12-18% of the 2019 NCLEX test plan so deficits in knowledge impact NCLEX pass rates. To address these issues, a collaboration between the Nursing and Biology Department faculty was established to assess nursing faculty comfort level with Pharmacology, increase the understanding of the NCLEX by Biology faculty who teach Pharmacology, and share best practices in teaching Pharmacology with Nursing faculty. The findings went beyond the content, and covered some tricks and tips to working together across disciplines for a common goal- supporting improved students outcomes.† This poster presentation will review the steps of the collaboration and share insight to support development of similar collaboration at other institutions.

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### **Teaching Conflict Management Through Process Drama Techniques**

Theresa Delbert, Chatham University

The poster will illustrate the intentional design of a conflict management workshop based on process drama techniques. Results from the workshop implementation indicate a statistically significant increase in students' confidence and comfort with conflict, and an increase in comfort with the use of role play as a teaching strategy. Participants will learn about scaffolded process drama techniques that can be integrated into the classroom in order to support learning, while being mindful of person, environment and activity barriers.

### **Postsecondary Online Students: Preferences for Text-Based Instructor Feedback**

Joseph Gredler, Walden University

Misalignment between student preferences and instructor practices in the writing feedback process may impede learning. This sequential explanatory mixed-methods study addressed postsecondary online students' preferences for feedback and the reasons for their preferences. A social-constructivist framework was used to support the study. Findings indicated students prefer proximal, detailed, supportive feedback to improve their writing skills and to understand deductions assessed by instructors. Increased faculty awareness of students' preferences may enhance collaboration between faculty and students to improve academic outcomes. The poster presentation will provide details of the study and facilitate conversation about best practices.

### **Teaching Students in the Digital Age: Revamping Your Brick and Mortar Classes to Support Student Success**

Kayla D. Mohney, Lock Haven University of Pennsylvania

Erica R. Moore, Lock Haven University of Pennsylvania

Where do your students go to find information they need? The internet of course! Today's students are more technology driven and expect to be able to find resources and valuable information with a few simple clicks of a mouse. By adding digit content to brick and mortar classes, we can foster student success in a few simple steps. Keeping information centrally located and well organized can not only improve your students' scores, but also their willingness to learn, be engaged in class, and it can make your life easier too!



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### **The Effectiveness of Online Education for Introductory Astronomy at the UC Blue Ash College**

Joseph Gallagher, University of Cincinnati Blue Ash College

This poster presentation will detail an effort to introduce an online solar system course at the University of Cincinnati Blue Ash College (UCBA). The online course will be run during the Fall semester of 2019 alongside a face-to-face (F2F) section with similar content and assessments. The poster will include a description of both courses and preliminary results detailing a qualitative and quantitative comparison of respective learning gains.

### **Tackling Diversity in a Jigsaw Classroom**

Madison Dunn, Limestone College  
Mikayla McCleaf, Limestone College

A Jigsaw Classroom is where the teacher breaks up his/her classroom into groups and has each group learn and eventually teach a certain part of the teacher's lesson plan that is assigned. This technique is structured for the students to work on their social, group working, and public speaking skills. In a diverse classroom, the Jigsaw Technique is going to have students working together solving problems besides of their race. In this project, we will use the Elliot Aronson's research on how to integrate students using a Jigsaw Classroom in high school who do not speak the native language solve math problems with students who do.

**6:30 p.m.**

### **Dinner**

On your own or with ISETL Friends

Sign up to join a group for dinner while you are at the poster session!