



ITLC LILLY CONFERENCES

ENHANCING ONLINE, ONSITE, AND HYBRID
TEACHING AND LEARNING

NOVEMBER 30 - DECEMBER 4, 2020

WELCOME & ACKNOWLEDGEMENTS



The COVID-19 pandemic continues to create extensive challenges for everyone in higher education, as well as seriously challenging higher education itself. These challenges will not recede in any meaningful way any time soon. Many have said, and I agree, that what we faced last past spring, through the summer, and into this fall will test us for years to come. It is likely higher education has changed forever, and one day we will differentiate the times in higher education as pre and post COVID. All that said, we did not stop learning during our pandemic teaching. We now have the ability to look seriously at ways to better address teaching challenges within higher education that have long been problematic. We can design better systems, resolve persistent problems, and make a more inclusive environment for our students. Everything improves through education. The future will continue to test us and what we face is a huge responsibility. I know we will succeed, but we will not succeed in isolation or through competition. It is coming together and sharing ideas that will best build the way to educate the next generation of innovators and leaders. As time marches forward – when the COVID19 Pandemic becomes part of our history rather than the here and now – there will be unforgettable memories we will remember distinctly. Coming together to navigate treacherous waters today will keep us together for years into the future. The one thing that is constant across all ITLC-Lilly events is that I know going in that I am about to meet individuals who will be colleagues and friends for years to come. I don't know who they are yet, but I do know they are there.

This conference is our second online conference, the first occurring a few months ago in June. The event was such a smashing success, primarily due to the amazing participants, that we chose to give it a go again. We will recreate many of the things that made the June online conference such a success. We also have a few new surprises that we are very excited about for this conference. This event was designed to keep us together as we were forced to scuttle conferences that were planned to take place in Asheville, NC in August; Traverse City, MI in October; Austin, TX in January; and San Diego, CA in February. Conferences are our main events; we just couldn't wait a year between events to engage with our higher education colleagues.

Events like this one do not happen out of chance. It takes careful planning and an amazing group of participants. Through all of the emails, reading of presentation proposals, recording of sessions, creation of poster session materials, and working with campus teams it was clear that this is going to be a special event. Check out the "institutions represented." It is an amazing list as we have faculty members from 202 different educational institutions. We also have campus teams. Knowing the fiscal strain that campuses are facing, we wanted to ensure faculty had the opportunity to engage with colleagues from throughout higher education. To do this we offered a special rate for campuses and allowed up to 300 faculty to attend. Several took us up on the offer and as a result there are several campuses with literally hundreds of their faculty participating.

WELCOME & ACKNOWLEDGMENTS

ENHANCING ONLINE, ONSITE, AND HYBRID
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We also have a few fantastic co-sponsors. Although we are allowed to use the Lilly name, there is no funding that comes from the Lilly Foundation. All of our events must be run on registration fees and funds from our supporting co-sponsors. Please check out the co-sponsor page to see what they have to offer. In addition to everyone already acknowledged, it would also be impossible to host an event such as this without a dedicated team of conference staff. We are not a large group, but the work done by this group is nothing short of amazing. There will almost certainly be challenges given the size of this event, but I assure you that if there is something that does not go as planned for you this team will be working diligently to make it right. Through the planning for this event, it is evident that I now have working with me a true "dream team"; Never have I worked with such a bright, dedicated, humorous, and caring group of individuals. They each have a fabulous blend of a strong work ethic, and genuine care for others. I watched a few months ago while one of the team members spent 4 hours between different representatives and waiting on hold to resolve a website portal issue for one of the participants. It is a privilege to work each day with everyone on the team. Over the coming weeks, there will be many opportunities to share with one another. I look forward to each and every exchange. And as noted earlier in this message, I am already looking forward to the new colleagues I will meet in the coming days that I fully expect to remain in contact with for years to come.

Regards,



Todd D. Zakrajsek, PhD
ITLC Lilly Conference Director



NETWORKING & CONTACTS

List the recorded sessions that seemed most valuable to you. With whom might you desire to follow-up with regarding the information learned. Most presenters have told me they are very receptive to emails from conference participants. These projects are important to those who presented them, and they are excited to speak with colleagues from across the globe.

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ITLC LILLY ONLINE PLENARY PRESENTATIONS:

Synchronous Programming

Monday, November 30 @ 2:30pm EST

Jessamyn Neuhaus, SUNY Plattsburgh

Online Pedagogical Presence: Possibilities and Pitfalls for
Intellectuals and Introverts

Monday, November 30 @ 3:45pm EST

Saundra McGuire, Louisiana State University

Metacognition: The Key to All Modes of Learning

Tuesday, December 1 @ 12:30pm EST

Michelle D. Miller – Northern Arizona University

You Must Remember This: Why Memory is Important for
Learning (Even in the Age of Google)

Tuesday, December 1 @1:45pm EST

James Lang

Teaching Distracted Minds

Tuesday, December 1 @7:00pm EST

Todd Zakrajsek

Designing Teaching for Enhanced Learning

Wednesday, December 2 @12:30pm EST

Lillian Nave

What Just Happened? Student Self-Regulation in Online
Courses

ITLC LILLY ONLINE PLENARY PRESENTATIONS:

Synchronous Programming

Wednesday, December 2 @ 1:45pm EST

Kevin Kelly

Creating Equity-Based Digital Learning Environments
for Student Success in All Course Formats

Thursday, December 3 @ 12:30pm EST

Bonni Stachowiak

Igniting Our Collective Imagination

Thursday, December 3 @ 1:45pm EST

Kevin Gannon

A Pedagogy of Hope in Not-So-Hopeful Times

Friday, December 4 @ 12:30pm EST

Flower Darby

Fostering Online Teaching Connection to Invigorate Student
Learning

Friday, December 4 @ 1:45pm EST

Peter Felten

Learning and Relationships in (and Beyond) our Courses

Jessamyn Neuhaus



About Jessamyn

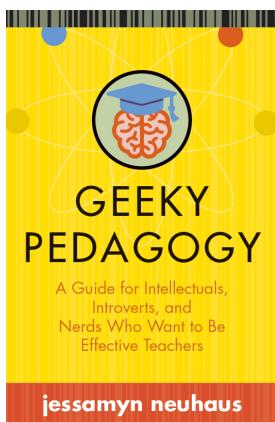
Jessamyn Neuhaus is a professor of U.S. history and popular culture at SUNY Plattsburgh and Interim Director of the Plattsburgh Center for Teaching Excellence. Recipient of the SUNY Chancellor's Award for Excellence in Teaching, she is the author of *Geeky Pedagogy: A Guide for Intellectuals, Introverts, and Nerds Who Want to be Effective Teachers*. In addition to two historical monographs, she has published pedagogical, historical, and cultural studies research in numerous anthologies and journals. Jessamyn's mission as an educational developer is to help faculty nerd out about teaching and to use their big smart brains for increasing pedagogical self-efficacy.

Session Title

Online Pedagogical Presence: Possibilities and Pitfalls for Intellectuals and Introverts

Session Abstract

Scholar-practitioners of online teaching and learning unanimously and adamantly argue that instructors must cultivate a strong, engaging pedagogical presence in virtual learning spaces. Indeed, on any platform educators must consistently "show up" in order to build rapport, communicate clearly, demonstrate approachability, and in a variety of ways be fully, pedagogically present to students. As I discuss in my book *Geeky Pedagogy*, pedagogical presence can be a challenge for introverts and highly cerebral academics who may not be as skilled in social interactions as they are in the scholarly pursuits of their discipline. But with awareness, preparation, reflection, support, and practice, we academic GINs (geeks, introverts, and nerds) can successfully cultivate the skills and abilities needed to be as present as possible in the classroom and during interactions with students. In my talk today, I will explore how these same five pedagogical activities can also enable intellectuals and introverts to develop and sustain our online presence in virtual learning communities. Constructing and utilizing our online pedagogical presence presents some of the same pitfalls as face-to-face teaching but also some different challenges unique to online teaching and learning. In addition, intriguing opportunities exist for scholarly nerds and academic geeks who want to effectively communicate and build rapport with students online.



ONLINE PEDAGOGICAL PRESENCE: POSSIBILITIES AND PITFALLS FOR INTELLECTUALS AND INTROVERTS

Jessamyn Neuhaus

INSIGHTS I GAINED FROM THE PRESENTATION:

REFLECTIONS:

ACTIONS TO TAKE:

DATE BY WHICH TO IMPLEMENT NEW ACTIONS:

EVALUATION OF IMPLEMENTATION

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REVISION TO ACTION PLAN:



Saundra McGuire

About Saundra

Dr. Saundra Yancy McGuire is the Director Emerita of the Center for Academic Success and retired Assistant Vice Chancellor and Professor of Chemistry at Louisiana State University. Prior to joining LSU, she spent eleven years at Cornell University, where she received the coveted Clark Distinguished Teaching Award. Her best-selling book, *Teach Students How to Learn*, was published by Stylus in 2015. The student version of this book, *Teach Yourself How to Learn*, was released in January 2018. Dr. McGuire's most recent accolades include the 2019 Distinguished Lecturer Award from the National Institute for Staff and Organizational Development (NISOD), the 2019 Commitment to Excellence in Academic Support Award from the Commission for Academic Support in Higher Education, and induction in 2017 into the LSU College of Science Hall of Distinction. She is an elected Fellow of the American Chemical Society, the American Association for the Advancement of Science and the Council of Learning Assistance and Developmental Education Associations.



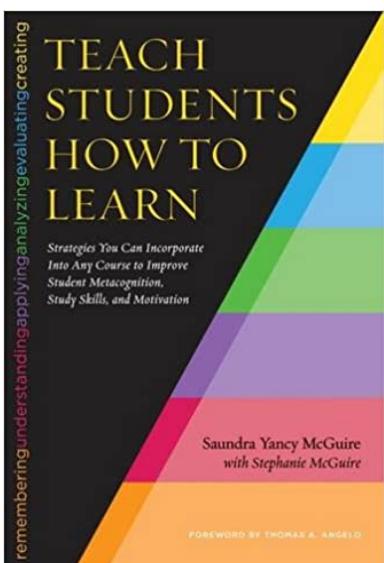
Louisiana State
University



Smogui1@lsu.edu



Author of:
*Teach Students How to
Learn*



Session Title

Metacognition: The Key to All Modes of Learning

Session Abstract

In today's rapidly changing learning environment it is more important than ever for students to become independent self-directed learners who can demonstrate higher order thinking skills. However, few students have been prepared to develop critical thinking skills and are frustrated when good memorization skills do not yield the results they are expecting. This interactive workshop will equip faculty to teach students how to learn by presenting cognitive science research-based activities that can be used to facilitate higher order thinking and critical reasoning. Participants will leave with a plethora of strategies to increase student engagement and academic success.

METACOGNITION: THE KEY TO ALL MODES OF LEARNING

Saundra McGuire

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Michelle D. Miller

About Michelle

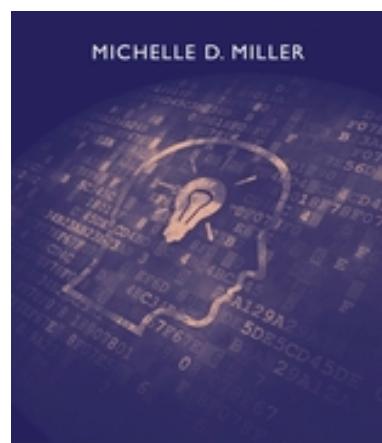
Dr. Michelle D. Miller is a Professor of Psychological Sciences and President's Distinguished Teaching Fellow at Northern Arizona University. She completed her Ph.D. in cognitive psychology and behavioral neuroscience at the University of California, Los Angeles. Dr. Miller is active in course redesign, serving as a Redesign Scholar for the National Center for Academic Transformation. She is the author of *Minds Online: Teaching Effectively with Technology* (2014). She is currently working on a book for West Virginia University Press tentatively titled *Remembering and Forgetting in the Age of Technology: What the Science of Memory Tells Us About Teaching, Learning, and Thriving in a Wired World*. Dr. Miller is passionate about helping instructors create more effective and engaging learning experiences, and helping students become more effective learners, through the application of principles derived from cognitive psychology and learning sciences.

Session Title

You Must Remember This: Why Memory is Important for Learning (Even in the Age of Google)

Session Abstract

Contemporary faculty are wary of over-emphasizing memory and memorization in their courses. This aversion to focusing on memory stems from a wide variety of concerns, from the wish to nurture higher thinking skills, to resistance to a culture of over-testing in K-12 education, to repudiation of an outdated and hierarchical "banking" model of learning. These are all valid goals. However, neglecting or avoiding memory in our teaching creates missed opportunities to take advantage of new research on the importance of developing a knowledge base while developing expertise in an academic discipline. It also sets students up to fail in situations where relying on the Internet for information is impractical or impossible. This interactive presentation challenges common myths and misconceptions about the role of memory for learning, reviews provocative new research linking memory and thinking skills, and offers techniques and technologies that help students develop a solid base of knowledge, without detracting from application or critical thinking.



Minds Online

Teaching Effectively with Technology

YOU MUST REMEMBER THIS: WHY MEMORY IS IMPORTANT FOR LEARNING (EVEN IN THE AGE OF GOOGLE)

Michelle D. Miller

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James Lang

About James

James M. Lang is a Professor of English and the Director of the D'Amour Center for Teaching Excellence at Assumption University in Worcester, MA. He authored six books, most recently *Distracted: Why Students Can't Focus & What You Can Do About It* (2020), *Small Teaching: Everyday Lessons from the Science of Learning* (2016). Lang writes a column for *The Chronicle of Higher Education*. He edits a series of books on teaching and learning in higher education for West Virginia University Press; he co-edited *Teaching the Literature Survey Course: New Strategies for College Faculty* (2018). As a 2016 Fulbright Specialist grant recipient he worked with three universities in Colombia creating a MOOC on teaching and learning in STEM education.



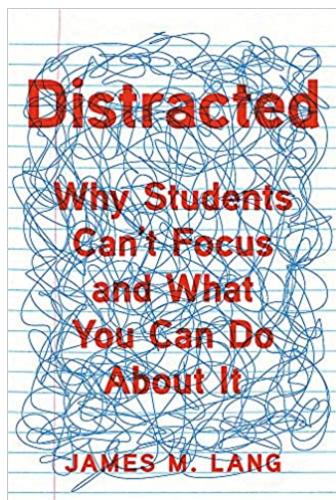
Assumption University



lang@assumption.edu



Author of:
*Distracted: Why
Students Can't Focus*



Session Title

Teaching Distracted Minds

Session Abstract

Are students today more distracted than they were in the past, as many teachers seem to believe? Has technology reduced their ability to focus and think deeply, as some popular books have argued? This session draws upon scholarship from history, neuroscience, and education in order to argue that distractions are endemic to the human condition, and can't be walled out of the physical classroom or online course. Instead, we should focus on creating educational experiences that cultivate and sustain attention. Several pathways toward the creation of such experiences will be presented, and participants will be encouraged to consider how those pathways might apply to their specific teaching contexts.



TEACHING DISTRACTED MINDS

James Lang

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Todd Zakrajsek

About Todd

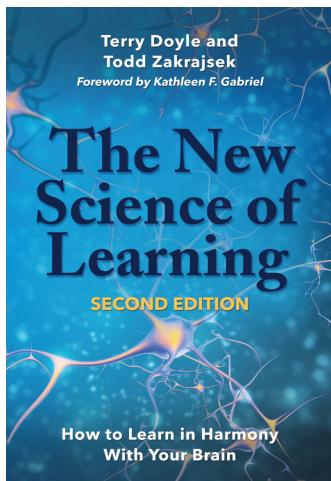
Todd Zakrajsek, Ph.D., is an Associate Professor and Associate Director of the Faculty Development Fellowship Program in the Department of Family Medicine at UNC-Chapel Hill. He is also the immediate past Executive Director of the Center for Faculty Excellence at UNC-Chapel Hill. Dr. Zakrajsek currently directs five Lilly Conferences on College and University Teaching, and sits on two educationally related boards and several editorial boards for journals in the area of teaching and learning. He is an international speaker who is requested regularly for keynote presentations and campus workshops, having published and presented widely on the topic of effective teaching and student learning.

Session Title

Designing Teaching for Enhanced Learning

Session Abstract

To reach expected learning outcomes, one must teach in line with established learning and memory principles. In this session, we will explore how you can easily map your teaching strategies onto critical components of a well-established learning and memory model. Using this approach will work regardless of whether you are teaching online or face-to-face, using problem-based learning, flipped-learning, lecturing, or any other instructional strategy. This session uses an approach that will work for nearly any type of instruction because it is a model that works for nearly any type of learning. The result is that you will be able to design your teaching for enhanced learning.



University of North
Carolina Chapel Hill



Todd@lillyconferences.com



Author of:
New Science of Learning



Twitter @ToddZakrajsek



DESIGNING TEACHING FOR ENHANCED LEARNING

Todd Zakrajsek

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Lillian Nave

About Lillian

Lillian Nave is a Senior Lecturer in First Year Seminar and UDL Coordinator at Appalachian State University in Boone, NC. She hosts the ThinkUDL podcast where she highlights the use of Universal Design for Learning strategies in higher education and beyond. Lillian teaches interdisciplinary courses that focus on art, politics, religion and intercultural competence and she has published book chapters and journal articles on faculty development, peace studies, and student-centered learning. She has presented at conferences around nationally and internationally and is a proud Lilly Ambassador for the ITLC Lilly Conferences.

Session Title

What Just Happened? Student Self-Regulation in Online Courses



Appalachian State University



Navely@appstate.edu



Host of:
Think UDL Podcast



<https://thinkudl.org/>



Twitter @LillianNave

Session Abstract

Providing options for self-regulation is an important engagement strategy of the Universal Design for Learning guidelines (udlguidelines.cast.org), but how is this accomplished in an online course? This presentation will focus on the use of specifications grading in concert with student self-assessment and reflection to encourage personal coping skills and strategies in online courses.



WHAT JUST HAPPENED? STUDENT SELF-REGULATION IN ONLINE COURSES

Lillian Nave

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Kevin Kelly

About Kevin

Kevin Kelly teaches online courses as a lecturer faculty in the Department of Equity, Leadership Studies, and Instructional Technologies at San Francisco State University, where he has also served as Online Teaching and Learning Manager. He works with colleges and universities as a consultant to address distance education, educational technology, professional development, and organizational challenges.

Session Title

Creating Equity-Based Digital Learning Environments for Student Success in All Course Formats



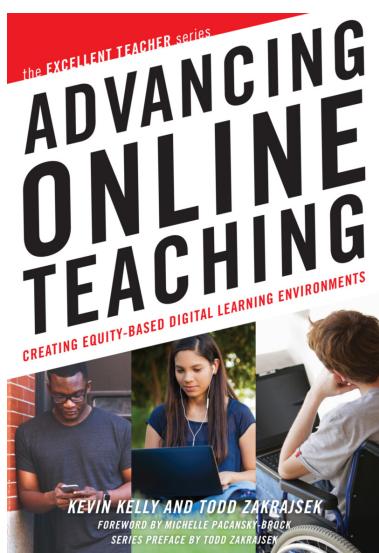
San Francisco State University



Kkellyconsulting@gmail.com



Author of:
Advancing Online
Teaching



Session Abstract

In 2020, the spectrum of higher education course formats expanded to include traditional face-to-face, hybrid, "COVID-converted," emergency remote, hybrid flexible, online, and more. More than ever before, instructors focused on how they teach as much as they focused on what they teach, no matter which formats they used. In this session, we will explore strategies to address learning equity issues that were amplified this year for many students. We will also discuss fostering the connection and community that students want and need to succeed and supporting all students regardless of their identities, cultures, and backgrounds.



CREATING EQUITY-BASED DIGITAL LEARNING ENVIRONMENTS FOR STUDENT SUCCESS IN ALL COURSE FORMATS

Kevin Kelly

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Bonni Stachowiak

About Bonni

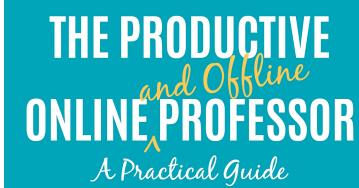
Bonni Stachowiak is dean of teaching and learning and professor of business and management at Vanguard University of Southern California. As the creator and host of the Teaching in Higher Ed podcast, she provides a space for discussing the art and science of facilitating learning. She also explores ways to improve our productivity, so we can be more present for our students and have more peace in our lives. The Teaching in Higher Ed podcast was awarded a MERLOT Classics Award (2016) and has been profiled in The Chronicle of Higher Education, Inside Higher Ed, and EdSurge. Her Doctorate of Education in Organizational Leadership degree is from Pepperdine University. She also earned a Master of Arts in Organizational Leadership from Chapman University. Her Bachelor's degree is in social sciences, which is also from Chapman University. Bonni has conducted workshops and presented keynotes at various academic conferences on how to more effectively facilitate learning. She's also shared ways to use educational technology to improve teaching and approaches for providing greater agency to our students in their learning.

Session Title

Igniting Our Collective Imagination

Session Abstract

The abrupt shift to remote teaching in early 2020 presented an abundance of challenges. One barrier not discussed nearly enough is the lack of imagination for what is possible. This session will explore the creative ways educators from around the world are igniting their creativity and finding ways to engage students and heighten learning. Bonni Stachowiak has produced 300+ episodes of the Teaching in Higher Ed podcast and takes inspiration from the world-class educators she has had the honor of interviewing. This session will help expand your imagination and identify practical ideas you can use in your teaching right away.



Bonni Stachowiak
SERIES FOREWORD BY KATHRYN E. LINDER
FOREWORD BY ROBERT TALBERT



IGNITING OUR COLLECTIVE IMAGINATION

Bonni Stachowiak

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Kevin Gannon



About Kevin

Kevin Gannon is Director of the Center for Excellence in Teaching and Learning and Professor of History at Grand View University in Des Moines, Iowa. He is the author of *Radical Hope: A Teaching Manifesto* (West Virginia University Press, 2020), a regular contributor to the Chronicle of Higher Education, and his writing on higher education topics has also appeared in such outlets as Vox, The Washington Post, and CNN. In 2016, he appeared in the Oscar-nominated documentary *13th*, directed by Ava DuVernay. As a faculty developer and a historian of race and racisms in the United States, Gannon's work stands at the intersections of anti-racism, critical pedagogy, equity, access, and online learning/technology. He has given keynotes and invited talks, and facilitated interactive workshops in these areas, for dozens of colleges and universities in both North America and Europe.

Session Title

A Pedagogy of Hope in Not-So-Hopeful Times

Session Abstract

It might seem foolish, perhaps impossible, to talk about a Pedagogy of Hope in our current context, shaped as it is by racism, violence, economic dislocation, political rancor, and—oh, by the way—a global pandemic. In higher education, we find ourselves in an environment of crisis, in teaching and learning spaces that are unfamiliar to many of us and significantly more difficult for all of us. This session WILL NOT talk about “silver linings” or “making the most of the new normal.” In fact, one of the crucial elements of acting with hope is an honest acknowledgement that “normal times” were unsatisfactory and unsustainable. It will, however, offer some avenues to ground our pedagogy in an ethic of hope, as opposed to a program dictated by fear. In our current context, a Pedagogy of Hope that fosters complexity, connectedness, community, and compassion is vital. We’ll look at reflective strategies to own our own pedagogical stances, and to ensure they align with the values we—and our institutions—profess. In doing so, we’ll be better-equipped to create teaching and learning spaces that embody Hope in a meaningful, tangible way that fosters learning and student success.

It has never been more difficult to teach in higher education than in our current moment. Nearly

**RADICAL
HOPE** kevin m.
gannon

a teaching
manifesto

all of our postsecondary institutions, two- and four-year colleges and universities, are reeling from decades' worth of financial strangulation, the fruit of a neoliberal, market-driven ideology with little room for the notion of a public good. In our classrooms, many of which exhibit the



A PEDAGOGY OF HOPE IN NOT-SO-HOPEFUL TIMES

Kevin Gannon

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Flower Darby

About Flower

Flower Darby celebrates and promotes excellent teaching for the sake of our students and their learning. She has taught in-person, blended, and online classes for over 23 years in English, Educational Technology, Leadership, Dance, and Pilates. She loves to apply effective teaching principles and practices across the disciplines and to help others do the same. Flower speaks, writes, presents and consults on teaching and learning theory and practice both nationally and internationally and is the author, with James M. Lang, of *Small Teaching Online: Applying Learning Science in Online Classes* (2019).

Session Title

Fostering Online Teaching Connections to Invigorate Student Learning

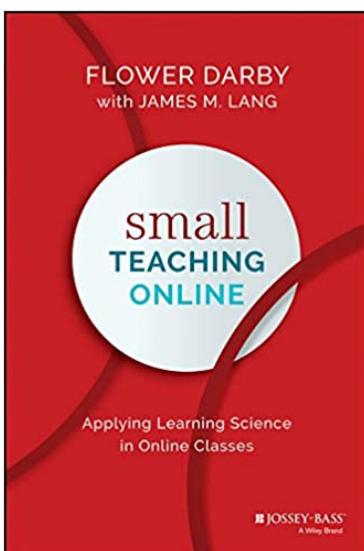
Session Abstract

Online courses are often characterized by a feeling of disconnectedness for both students and faculty. Yet we know that feeling connected can help us engage, persist and learn in any learning context. We'll explore the value of making connections with the people in our classes, and helping them to connect new concepts and ideas for themselves, to deepen and improve their learning. You'll leave with practical, doable techniques that strengthen social and cognitive connections that increase faculty and student engagement and success, and that improve online teaching and learning experiences for all.

 www.FlowerDarby.com

 Flower@flowerdarby.com

 Author of:
Small Teaching Online:
Applying Learning
Science in Online Classes



FOSTERING ONLINE TEACHING CONNECTION TO INVIGORATE STUDENT LEARNING

Flower Darby

INSIGHTS I GAINED FROM THE PRESENTATION:

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Peter Felten

About Peter

Peter Felten is professor of history, executive director of the Center for Engaged Learning, and assistant provost for teaching and learning at Elon University. In his teaching, Peter aims to help students think critically and write clearly about the connections between the lives of individual people and larger themes in history. As a scholar, he has published six books including most recently (with Leo Lambert), *Relationship-Rich Education: How Human Connections Drive Success in College* (Johns Hopkins University Press, 2020). He has served as president of ISSOTL, the International Society for the Scholarship of Teaching and Learning, and also of the POD Network, the U.S. professional society for faculty developers. He is co-editor of the International Journal for Academic Development and a fellow of the Gardner Institute, a foundation that works to advance equity in higher education.



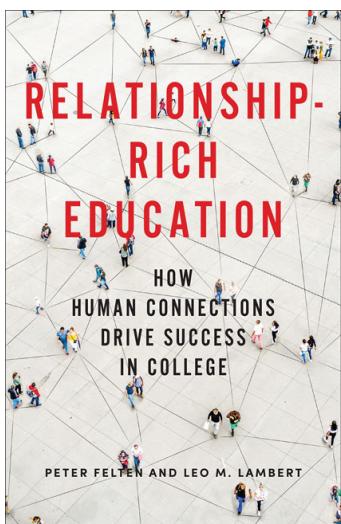
Elon University



Pfelten@elon.edu



Author of:
Relationship-Rich
Education



Session Title

Learning and relationships in (and beyond) our courses

Session Abstract

Decades of research demonstrate that student-faculty and student-student interactions are primary factors in student learning in higher education. Our courses -- whether face-to-face, online, or something in between -- can and should be relationship-rich environments that enhance learning, motivation, and belonging for all students. This interactive session -- based on nearly 400 interviews with students, faculty, and staff from across the United States -- will focus on practical, research-informed approaches to cultivate educationally powerful student-faculty and student-student relationships in our courses.



LEARNING AND RELATIONSHIPS IN (AND BEYOND) OUR COURSES

Peter Felten

INSIGHTS I GAINED FROM THE PRESENTATION:

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ITLC LILLY ONLINE ROUND TABLES:

Synchronous Programming

Tuesday, December 1st @3:45pm (EST)

Tuesday, December 1st @4:30pm (EST)

Wednesday, December 2nd @3:45pm (EST)

Wednesday, December 2nd @4:30pm (EST)

Thursday, December 3rd @3:45pm (EST)

Thursday, December 3rd @4:30pm (EST)

Friday, December 4th @10:30am (EST)

Friday, December 4th @11:15am (EST)

TUESDAY, DECEMBER 1

@ 3:45PM EASTERN TIME

Creative Nudging

Elizabeth Connor, The Citadel

Keyword Search: Student Engagement, Nudging, Communication

A nudge is a text, email message, or app alert intended to support, encourage, and influence college students. Students are bombarded with a multitude of messages that do not necessarily support their academic success. Messages that are targeted and personalized are more likely to cause students to take action (utilize office hours, meet application deadlines, register for courses, develop resilience despite challenging situations, improve study preparation, etc.) and develop efficient habits of mind. This session will share perceptions about nudges from surveyed undergraduate and graduate students and discuss ways to incorporate nudges into existing or future course communications.

Learning Outcomes:

1. Identify and compare benefits/drawbacks of various high-tech and low-tech nudges.
2. Select the channels that may be the most effective in influencing student behavior, based on survey data.
3. Reframe perceptions of nudges as encouraging and useful rather than unnecessary.

Constructing Inclusive Learning Environments

Paige Haber-Curran, Texas State University

Shannon Dean-Scott, Texas State University

Keyword Search: Inclusion, Pedagogy, Instructional Strategies

Presenters will briefly outline key pedagogical practices for constructing inclusive environments from a qualitative study. Prompts will be provided to identify tangible inclusive teaching strategies.

Learning Outcomes:

1. identify two strategies to create inclusive learning environments.
2. describe what an inclusive learning environment entails.
3. consider their own teaching practice in relation to concepts of inclusive learning environments.

TUESDAY, DECEMBER 1

@ 3:45PM EASTERN TIME

Strategies for Transforming Teaching through Rethinking Teaching Goals and Assessment

E. Nicole Meyer, Augusta University

Keyword Search: Assessment, Online, Best Practices

Our continuing pandemic mode offers instructors an opportunity to rethink our teaching goals, align our assessments in creative ways that correspond to these objectives, enact inclusive pedagogy, increase interactive learning in innovative ways, and model empathy to our hurting students. Remote teaching requires rethinking how to engage students in their learning, create a student-friendly experience throughout, highlight transferable skills, and, in the case of language teaching, proficiency-oriented goals. Reflection, collaboration, and leadership skills all transfer to both better career preparation and the growth mindset. Assessment throughout the course, including a creative final project, engages students in advancing their own learning.

Learning Outcomes:

1. Redesign student learning outcomes to align with what they value.
2. Create collaborative assessments, some of which include gamification strategies.
3. Build community and collaboration despite physical separation.

TUESDAY, DECEMBER 1

@ 4:30PM EASTERN TIME

Example-based Learning: Online Instruction + Support in Higher Education Settings

Karen Caldwell, SUNY Potsdam

Keyword Search: Example-Based Learning, Cognitive Load, Expert-Novice Continuum

Many learners from undergraduate to doctoral levels have limited schema and skills required for 21st century competencies such as information literacy and academic communication. Non-native speakers of English carry additional cognitive load during information problem-solving, and doctoral students face similar challenges during the academic writing process. Example-based learning (EBL) scaffolds schema and skills development in ill-structured learning domains and supports learners' cognitive load management. I'll share findings and lessons learned from computer-mediated EBL instructional interventions in two contexts: information problem-solving for Arabian Gulf undergraduates, and academic citing with precision for US doctoral students at a Tier 1 research institution.

Learning Outcomes:

1. Describe 3 types of example-based learning activities.
2. Recognize boundary conditions for EBL activities for novice and expert learners.
3. Identify elements of EBL in their own instructional practice.

Stimulate Interest and Motivate Learning Through Multiple Means of Engagement

Karen Pezzolla, Bloomfield College

Keyword Search: UDL, Multiple Means Of Engagement, Equity Opportunity For Learning

A college professor is charged with meeting the needs of students from diverse backgrounds and as a result, students step into the classroom with multiple learning needs. The question then becomes, how to ensure all students have equitable access to learning. This can be a daunting task specifically when course delivery is online. You can create an online learning environment that challenges, excites and motivates learners.

TUESDAY, DECEMBER 1

@ 4:30PM EASTERN TIME

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One way to stimulate interest and motivation for learning and increase active participation by both students and the instructor is through multiple means of engagement, one principle of the UDL framework.

Learning Outcomes:

1. Explain the third principle of the UDL framework, multiple means of engagement.
2. Identify strategies for providing multiple means of engagement in an online learning environment.
3. Identify strategies for providing multiple means of engagement in an online learning environment.

Burning Bright Instead of Burning Out

Ingrid Steiner, University of Southern California

Keyword Search: Faculty Burnout, Faculty Support and Development, Institutional Policies

An often neglected topic in our institutions, this roundtable provides an opportunity to start a conversation on faculty burnout. During the conversation we will discuss the signs and stages of burnout; and how variables such as gender, academic discipline, and institutional type impact perceived burnout. By having an understanding of the warning signs, attendees can begin a proactive approach to identify faculty in need of support. Participants will engage in self-reflective and pair-share exercises. By the end of the session, attendees will have at least one faculty support idea that can be implemented in their own institution.

Learning Outcomes:

1. Identify faculty burnout symptoms.
2. Evaluate various institutional approaches to address faculty burn.
3. Design one action to implement at your institution to proactively, or reactively, address faculty burnout.

WEDNESDAY, DECEMBER 2

@ 3:45PM EASTERN TIME

Creating Learning Environments to Support Undergraduates' Explorations of Race

Melissa Levy, University of Virginia

Jess Taggart, University of Virginia

Karen Cortez, University of Virginia

Keyword Search: Race, Racism, Undergraduate students

How can instructors create a classroom that supports all students in learning about and processing their own experiences with race and racism? We share students' reflections and interviews from a course that tackles these issues. White students expressed greater recognition of their own identity, privilege, and bias; increased content knowledge, particularly with regard to their home institution; and greater comfort with and willingness to speak about these topics. Students of color expressed more varied experiences, but also reflected on their identity and privileges and learned about their home institution. A facilitated conversation about supporting students in these explorations will follow.

Learning Outcomes:

1. Identify themes in how White students and students of color speak about their own experiences with and learning about race and racism.
2. Be aware of challenges in supporting both White students and students of color in talking about race in a mixed-race classroom.
3. Collaborate on possible ways forward in creating environments for students to learn about, talk about, and process their experiences with race.

Launching TLC Partnerships through two Large Enrollment STEM Courses

Kathleen Marrs, IUPUI

Lin Zhu, IUPUI

Keyword Search: Themed Learning Community, Student Belonging, Course Design

Themed Learning Communities (TLCs) are High-Impact Practices with significant benefits for students and faculty. We have developed a model to utilize two large enrollment classes (Biology and Chemistry) as a

WEDNESDAY, DECEMBER 2

@ 3:45PM EASTERN TIME

focused option for TLCs based on interests and career goals. We will focus on the development and modification of our learning community, Molecules to Medicines, over the last 7 years, as well as provide models to show how team collaboration can be accomplished to link each component of the learning communities. We will review data on student belonging and success, retention, and satisfaction with the model from all participants.

Learning Outcomes:

1. Discuss the considerations to take before starting a themed-learning community.
2. Learn ideas of appropriate activities and assignments for a themed-learning community, whether on-line or in-person, or a hybrid model.
3. Learn how to assess the effectiveness of a themed-learning community.

Building Rapport with Students Online

Karyn Miller, Texas A&M University at Commerce

Jacqueline Riley, Texas A&M University-Commerce

Laura Slay, Texas A&M University at Commerce

Keyword Search: Rapport, Classroom Climate, Culture

Positive rapport between instructors and students is linked to a variety of student benefits, including a greater feeling of connectedness, increased learning, higher motivation, and greater participation. Yet, amid the chaos of the pandemic, instructors have been forced to reconsider how they create a positive online learning environment and foster good rapport. In this presentation we will examine factors contributing to positive instructor-student rapport, as well as practical ways in which instructors can build relationships with students synchronously and asynchronously using technology. Throughout the presentation, we will invite participants to share ways they have developed rapport with their students online.

Learning Outcomes:

1. Examine the factors contributing to positive instructor-students rapport.
2. Explore concrete strategies for fostering positive rapport.
3. Brainstorm additional strategies for building rapport with students.

WEDNESDAY, DECEMBER 2

@ 4:30PM EASTERN TIME

Rapidly Developing Reusable Faculty Support Resources - The ASPIRE Program Case Study

Luca Giupponi, Michigan State University

Daniel Trego, Michigan State University

Keyword Search: Faculty Development, Online Learning, Instruction

In Spring 2020 as Universities were moving to remote teaching, a team from Michigan State University rapidly created the Asynchronous Program for Instructional Readiness (ASPIRE) program. This program both supported faculty in the immediate move to remote teaching, but also has evolved into a lasting resource that will continue to be used. This presentation will engage participants in our rapid development processes and encourage them to think about how their own work can be rapidly re-used in such cases.

Learning Outcomes:

1. Design their rapidly created faculty development program.
2. Describe how their own teams may be able to use our methods at their own institutions.
3. Use our evaluation methods to assess their own programs.

Intentionally Fostering Relationships and Community In Online Courses

Jamie Mansell, Temple University

Anne Frankel, Temple University

Laurie Friedman, Temple University

Jennifer Ibrahim, Temple University

Keyword Search: Classroom Community, Instructional Design, Online Engagement

Engagement and community are vital to quality courses; however, this can be difficult to build in an online environment. In this session, we will discuss traditional and innovative ways to increase engagement and a sense of community both inside and outside the virtual classroom. There will also be an opportunity for attendees to evaluate their courses and determine ways to build authentic learner-learner and learner-instructor connections.

WEDNESDAY, DECEMBER 2

@ 4:30PM EASTERN TIME

Learning Outcomes:

1. Describe the benefits and barriers to fostering community that extends beyond the classroom in online courses.
2. Identify teaching strategies for fostering community in online courses.
3. Evaluate their own courses for opportunities to foster community.

Teaching Diversity to Counter Racial Bias and Promote a Positive Classroom Culture

Iglika Pavlova, University of North Carolina Greensboro

Keyword Search: Diversity, Race, Online

Educators must purposefully design activities to reduce racial bias as a curriculum that does not explicitly address racial issues can even increase student racial bias (Donovan et. al, 2019). Learning accurate information on human biological diversity can reduce racial bias and can be combined with approaches to promote a growth mindset and reduce stereotype threat. The session introduces a start-of-semester module on race used to establish a positive classroom culture and productive active learning in groups. The module is helpful for online learning, especially in the COVID era to engage students who have not chosen the online format.

Learning Outcomes:

1. Describe specific benefits of social diversity in group work.
2. Outline biological facts that undermine the existence of human races.
3. Reflect on how the presented strategies to reduce racial bias can be used in their own work (courses, faculty development, or administrative unit).

THURSDAY, DECEMBER 3

@ 3:45PM EASTERN TIME

8 Ways to Promote Active Learning in Synchronous Online Classrooms

Lisa Bergson, Bridgewater State University

Keyword Search: Active Learning, Instructional Strategies, Student Engagement

Instructors often find it challenging to engage students and promote active learning in synchronous online classrooms. Many students feel isolated, disconnected or struggle with online learning. Synchronous online courses that incorporate active learning can combat this and enhance student learning. In this interactive session, participants will learn about and experience firsthand eight proven ways to promote active learning in a synchronous online environment. Participants will learn how to build community, engage students, and discover innovative ways they can incorporate active learning strategies in their online synchronous classrooms to enhance learning and promote student engagement.

Learning Outcomes:

1. Explain several active learning strategies that provide greater student engagement and enhanced learning in synchronous online classrooms.
2. Identify ways to incorporate one or more active learning strategies into their own courses.
3. Create more engaging synchronous online courses by incorporating these eight active learning strategies into their courses.

Teaching in Times of Crisis: College Students' Perceptions During COVID-19

Dee Kinney, Miami University of Ohio

Wayne Kinney, University of Cincinnati

Kimberly Hale, Eastern Kentucky University

Keyword Search: Student Success, Student Well-Being, Online Teaching

Faculty researchers share the preliminary results of the COVID-19 College Student Impact Survey ($N = 2,098$) administered to college students across the US during the spring 2020 semester. They will focus mainly on the five qualitative questions that asked students to share about their mental health, dropping or thinking about dropping classes, and the

THURSDAY, DECEMBER 3

@ 3:45PM EASTERN TIME

responses/tactics from individual instructors that were most/least helpful. The presentation will be followed by a solution-focused discussion where instructors will share their experiences, resources, and suggestions to best support students during crises while maintaining a high academic standard.

Learning Outcomes:

1. Describe college students' strengths and challenges to academic success during COVID-19
2. Discuss college students' perceptions of online learning during COVID-19.
3. Collaborate to create a student success action plan, with at least three action steps, that support student health and well-being as reflected by student's perceptions of instructor responses/tactics during COVID-19.

TEACH! Lessons from Training Faculty for Rapid Online Course Redesign

Melissa Ko, Stanford University

Keyword Search: Online Instruction, Pedagogical Training, Faculty Development

With ongoing disruptions due to the global pandemic, our institution organized a two-week-long TEACH Pop-up Symposium to address the urgent need to train faculty in online pedagogy before the autumn quarter. This symposium consisted of a series of workshops led by volunteers across the institution. All workshops touched on some aspects of the TEACH (timely, engaging, accessible, connected, and humane instruction) framework. In this session, we will share lessons learned from this inaugural offering, brainstorm the still-unmet needs of college faculty, and discuss applicability of this kind of event to multiple institution types.

Learning Outcomes:

1. Identify major barriers to training faculty in online teaching and learning.
2. Brainstorm ideas for workshops/trainings to meet faculty needs.
3. Outline a strategy for leveraging expertise to offer similar training opportunities.

THURSDAY, DECEMBER 3

@ 4:30PM EASTERN TIME

Time for Contemplation in Online Learning & Teaching

Kathryn Byrnes, Bowdoin College

Keyword Search: Contemplative Pedagogy, Metacognition, Reflection

The pressure to do, to produce in the academy is at odds with the design of higher education as a place to think and to be in community. How could our course design utilize the opportunities of online learning to make space for metacognition, create pauses for reflection, and integrate what students are learning with prior knowledge and skills? How can we re-engage with contemplative pedagogy? Participants will engage in the experience of contemplative learning to explore how contemplation could support their work as educators and scholars, and their students work as learners.

Learning Outcomes:

1. Describe the benefits of metacognition, reflection and integration in the process of learning.
2. Analyze the essential features of contemplative pedagogy.
3. Propose one pedagogical tool they could employ to support student learning.

"I should have retired last year": Themes from the Pandemic

Michael Morrone, Indiana University

Christopher Young, Indiana University Northwest

Keyword Search: Well-being, Classroom Community, Online Instruction

In April 2020, the Journal of Teaching and Learning with Technology issued a call for manuscripts on transitioning to online teaching and learning during the COVID-19 pandemic. We encouraged work discussing how the pandemic challenged current practices in teaching and learning, encouraged experimentation, or brought about novel conclusions. While many manuscripts discussed the nuts and bolts of the pivot to online, for example considerations of modality, others focused on a need to change attitudes, stress community building, and attend to physical and mental well-being. Our presentation centers on themes that emerged from the crucible of faculty and student experiences.

THURSDAY, DECEMBER 3

@ 4:30PM EASTERN TIME

Learning Outcomes:

1. Identify innovative pedagogical techniques helpful in times of urgency.
2. Embrace change as positive in times of necessity.
3. Embrace the need to support students as total persons not simply as minds to be improved

Lights, Camera, Feedback: Creating Instructor Presence Through Video Feedback

Victoria Scharp, Idaho State University

Mark Cooper, Idaho State University

Keyword Search: Video Feedback, Instructor Presence

Instructor presence is a critical element to student engagement within online course delivery. Providing video feedback to students on assignments is one way to create a consistent presence within an online course. Advantages of video feedback can include increased grading efficiency, the students' ability to refer back to the feedback, and providing a highly personalized opportunity to communicate detailed strengths or areas for growth. Potential drawbacks include technological requirements and student perceptions of unfavorable emotions from the instructor. This presentation will summarize the evidence base and offer specific strategies for implementing video feedback quickly and easily.

Learning Outcomes:

1. Summarize the evidence base for video feedback
2. Identify three advantages for how providing video feedback creates instructor presence.
3. Describe three methods for implementing video feedback.

FRIDAY, DECEMBER 4

@ 10:30AM EASTERN TIME

Impacts of Remote Work on Instructors: Feeling the Burn

Kristen Conte, Baker College

Keyword Search: Virtual, Efficiency, Self-Care

Achieving work-life balance for working parents has been a long-cited challenge, but during an era of major disruption when work has become home and home has become work, navigating a dissonant symbiosis in search of equilibrium becomes increasingly crucial for mental health, as the likelihood of experiencing burn-out increases. Join me for a dynamic discussion on how we can combat the burn!

Learning Outcomes:

1. Understand the impact of remote work on themselves, as well as the family unit.
2. Identify ways to support one another during times of disruption.
3. Develop strategies and techniques to better work with managers and supervisor in order to thrive in a remote work setting.

Personalizing the Impersonal: Digital Faculty Development

Programming and Individualized Growth

Marc Napolitano, United States Air Force Academy

Kim Hosler, United States Air Force Academy

Keyword Search: Faculty Development, Online, Reflection

During the recent pandemic, the staff of the Air Force Academy's Center for Educational Innovation shifted its faculty development programming online by converting face-to-face workshop series into online "courses." Despite initial concerns that this format would make faculty development programming feel impersonal, the online approach conducted to a more personalized experience for faculty participants by requiring greater individual initiative and a more significant number of individualized activities. During this round-table, we will facilitate a conversation about CTLs' attempts to transition faculty development programming to the online environment and how these endeavors may allow CTL personnel to create more meaningful, individualized development programs/pathways for faculty.

FRIDAY, DECEMBER 4

@ 10:30AM EASTERN TIME

Learning Outcomes:

1. Share strategies and practices for transitioning faculty development programming to the online learning environment.
2. Analyze how the online medium conduces to sustained reflection-based activities, and how such activities can contribute to individualized faculty development.
2. Debate the benefits and challenges of asynchronous developmental programming.

Supporting Self-Regulated Learning: Teaching Effective Learning Strategies

Brian Smith, formerly Graceland University

Sal Meyers, Simpson College

Keyword Search: Learning Strategies; Self-Regulated Learning

Our institutions seek to create life-long learners, yet students typically employ poor learning strategies (e.g., rote rehearsal). How do we help students use effective learning strategies? McDaniel and Einstein (2020) offer a 4-step theoretical framework to answer this question. Students are more likely to apply useful learning strategies (e.g., distributed practice; testing; constructing self-explanations) only when they understand a strategy (Knowledge), experience its benefits (Belief), appreciate its value (Commitment), and think through how they will use the strategy (Planning). Participants will leave with a formative Knowledge, Belief, Commitment and Planning framework to apply to their own curricula.

Learning Outcomes:

1. Apply the knowledge, belief, commitment, and planning framework to a course or curriculum.
2. Share others' ideas/practices to help students understand effective learning strategies, believe those strategies will be useful for them, be committed to using those strategies, and plan on when, where and how they will use the strategies.
3. Help colleagues and students value the Knowledge, Belief, Commitment and Planning framework.

FRIDAY, DECEMBER 4

@ 11:15AM EASTERN TIME

Making Use of the Margins: Supporting Close Reading Skills with Hypothesis

Meg Gregory, Webster University and Washington University in St. Louis
Keyword Search: Social Annotation, Reading Practices, Collaborative Learning

Faculty are often frustrated with the lack of care with which students approach their assigned readings. Students may read, but may not remember the nuances of that reading foundational for deep discussion. This presentation describes how I respond to that challenge through utilizing Hypothes.is, a social annotation tool, through which students can annotate a text and make use of the digital margins. Relying on examples from my lower-level literature course, I'll discuss how the tool can be used to support student engagement online, promote collaborative knowledge building, and foster the development of close reading practices for students across the disciplines.

Learning Outcomes:

1. Understand the potential benefits of collaborative annotation for student learners.
2. Recognize a number of different ways to utilize social annotation in instruction.
3. Describe how they might incorporate use of Hypothesis or a similar tool in their own teaching.

Experimentation at a Distance: Engaging Science Learners in Online Laboratories

Mary V. Mawn, SUNY Empire State College
Keyword Search: Online Laboratories, Online Science, Distance Learning

With the growth of online education and the rapid shift to remote instruction, science educators are faced with the task of moving the laboratory online. This session will describe online laboratory approaches that address key learning objectives and promote engagement of remote science learners. Considerations include laboratory materials, safety and disposal, online interactions, and assessment of learning. Examples will be

FRIDAY, DECEMBER 4

@ 11:15AM EASTERN TIME

provided from online courses that span the natural sciences, along with practical approaches that participants can implement in their online and remote classrooms.

Learning Outcomes:

1. Identify approaches for incorporating laboratory experiences in their online and remote courses.
2. Discuss key consideration when identifying lab experiences, including cost, safety, disposal, and accessibility.
3. Implement practical approaches for laboratories in their online and remote classrooms.

Cultivating Engagement: The Pedagogy of Virtually Teaching a Synchronous Group Counseling Course

Rebecca Vannest, Oakland University

Keyword Search: Student Engagement, Pedagogy, Virtual

Join this session to learn how to create a group environment online. Opportunities to learn practical techniques to apply to other group-based and non-group courses will be explored. Participants will gain an understanding of engaging virtual mediums such as Kahoot!. Practitioners will learn to cultivate engagement in group discussions and how to ensure attendance of students in synchronous sessions. Attendees will learn how to provide students opportunities to engage in live (virtual) applications of skills. Participants from the online group counseling course will be on hand as a virtual panel to discuss their experience of the course from student perspectives.

Learning Outcomes:

1. Confidently teach a synchronous virtual course.
2. Engage students virtually with innovative techniques such as: Discussion Boards, Kahoot! Google Drive, & Google Forms.
3. Learn how to use the Double Fishbowl Technique by Dr. Yalom to increase student understanding.

ITLC LILLY ONLINE CONFERENCE TRACKS:

Assessment

Blended Learning

Classroom Community

Course/Curriculum (re)Design

Educational Theory/Pedagogy

Faculty Development

Instructional Strategies

Open Resources & Curating Content

Resiliency

Teaching Online

Universal Design & Equity

PRESENTATION LISTING

BY TRACK: Assessment

Assessing Student Reflection:

If We Grade It Will They Learn

Bridget Arend, University of Denver

Meeting Students' Expectations of Feedback Through Learning Analytics

Silvia Bartolic, University of British Columbia

Lisa Chang, University of British Columbia

Hailey Craig, University of British Columbia

Providing Student Feedback That Enhances Learning and Motivation

Ann-Marie Castille, Nicholls State University

Developing a Rich Learning Experience in Introductory Statistics

Mark Earley, Columbus State Community College

Video Assessment to Promote Efficacy and Integrity in Asynchronous Courses

Beth Edwards, The Pennsylvania State University

Assessment as a Learning Opportunity

Emily Faulconer, Embry-Riddle Aeronautical University

Student Website Creation as an Alternative to Traditional Final Essays

Diana Galarreta-Aima, James Madison University

Samantha Haling, James Madison University

A Different Take on the Final Exam

Eric Hogan, Georgia Southern University

Marlynn Griffin, Georgia Southern University

"Read the Syllabus?" Using Syllabus Quizzes to Help Student Transitions

Richard Holtzman, Bryant University

PRESENTATION LISTING BY TRACK: Assessment

All A's? Specification Grading in Remote Nursing Courses

Joan Humphrey, The Pennsylvania State University

Implementing Specifications Grading in a Large Course

Renée Link, University of California, Irvine

William Howitz, University of California, Irvine

Kate McKnelly, Emory University

Build a Better Test:

Strategies for Improving Multiple-Choice Exams

Ashley Long, Parker University

Strategies for Transforming Teaching Through Rethinking Teaching Goals and Assessment

E. Nicole Meyer, Augusta University

FeedFORWARD:

Helping Students Utilize Feedback on Writing

Cassandra O'Sullivan Sachar, Bloomsburg University of Pennsylvania

Assessing Student Reflection: If We Grade It Will They Learn?

Bridget Arend, University of Denver

Keyword Search: Assessment, Reflection, Instructional Strategies

Instructors across disciplines want students to engage in reflection, develop reflective practices, and draw deeper learning from courses activities. Especially during current distanced and disrupted circumstances, the role of reflection in learning takes new importance. Yet reflection can be a very personal process, containing great variety in purpose and structure, often with delayed long-term impact. How should we best evaluate student reflection through assessment and grading? Do some assessment methods go against the very nature of reflective practice? In this session, we will explore (and reflect upon) the literature about assessing reflection, discussing cautions and proposed best practice.

Learning Outcomes:

1. Identify the role of reflection in learning in their context.
2. Explain major concerns about assessing reflection.
3. Analyze their reflection assessment practices in relation to emerging best practice.

Meeting Students' Expectations of Feedback Through Learning Analytics

Silvia Bartolic, University of British Columbia

Lisa Chang, University of British Columbia

Hailey Craig, University of British Columbia

Keyword Search: Effective feedback, Personalized feedback, Learning analytics

This presentation presents the findings of an ongoing pilot study that examines the use of learning analytics (LA) to enhance students' motivation, learning, and participation. As class sizes in higher education institutions continue to increase, instructors experience difficulty delivering effective personalized feedback to students. However, LA tools help instructors compile information from the university's learning management system to personalize support and target specific learning needs. The goals of this presentation are to describe students' perceptions of effective feedback and explore how LA tools met their learning needs.

Learning Outcomes:

1. Explore students' perceptions of effective personalized feedback.
2. Understand the purpose of learning analytics tools and how they work.
3. Examine how learning analytics tools meet students' learning needs.

Providing Student Feedback That Enhances Learning and Motivation

Ann-Marie Castille; Nicholls State University

Keyword Search: Feedback, Motivation, Performance

This session will include a presentation of research findings on the effects of performance feedback on motivation, learning, and performance and best practices on providing effective feedback to students. Participants will learn about methods of structuring feedback messages to promote learning rather than discouragement or stagnation. These methods include mixing feedback valence, assigning stretch goals, providing elaborative feedback, and assigning tasks of incremental difficulty levels. The outcomes of providing relative feedback (i.e., feedback about performance in comparison to peers) will also be discussed. Participants will practice formulating

ASSESSMENT

ENHANCING ONLINE, ONSITE, AND HYBRID TEACHING AND LEARNING

effective feedback messages relevant for their subject.

Learning Outcomes:

1. Formulate positive feedback messages that incorporate ability-based stretch goals.
2. Formulate negative feedback messages that include elaborative feedback and rubric usage.
3. Structure the order of their course assignments and feedback messages to enhance student motivation.

Developing a Rich Learning Experience in Introductory Statistics

Mark Earley, Columbus State Community College

Keyword Search: Assessment, Statistics Course, Multiple Learning Outcomes

My goal for this presentation is to introduce participants to the idea of creating a rich learning experience that assesses multiple learning outcomes. After presenting definitions and activities from various disciplines, I focus on outlining how I created a rich learning activity for my statistics students called the "Contemporary Issues Journal." I will share student work and revisions made to the activity after the first implementation. Participants will brainstorm ideas for creating one such activity in their course throughout the presentation.

Suggestions for rich learning experiences in other disciplines will be offered.

Learning Outcomes:

1. Describe a rich learning experience as one that addresses multiple learning outcomes.
2. Identify at least one of their courses for which a rich learning experience can be developed.
3. Create a plan for developing and implementing one rich learning experience in one of their courses.

Video Assessment to Promote Efficacy and Integrity in Asynchronous Courses

Beth Edwards, The Pennsylvania State University

Keyword Search: Asynchronous, Assessment, Academic Integrity

Online learning is expanding rapidly in higher education, prompting concerns about the quality of learning and potential for academic dishonesty. Evidence suggests intentional assessment design can discourage academic dishonesty or render it difficult to achieve without risking detection. This presentation describes the use of very brief integrated video assessments in an asynchronous, writing-intensive course. Measures of student perceptions of efficacy and opportunities for academic dishonesty will be reported. The viability of very brief video assessment as a method for promoting student efficacy and academic integrity will be explored along with considerations for instructors considering employing this technique.

Learning Outcomes:

1. Describe the characteristics of assessment design associated with academic integrity and dishonesty.
2. Evaluate the usefulness of video assessments in asynchronous learning.
3. Describe methods for incorporating video assessment in online or hybrid courses.

Assessment as a Learning Opportunity

Emily Faulconer, Embry-Riddle Aeronautical University

Keyword Search: Feedback, Summative Assessment, Underperforming Students

High quality feedback is well-known to provide multiple student benefits, especially if students are provided the opportunity to apply the feedback. It reasons, then, that we can support student success on summative assessments by combining multiple attempts with high-quality immediate feedback. This study explores student behaviors, performance, and perspectives regarding this strategy.

Learning Outcomes:

1. Identify feedback best practices.
2. Recognize the capability of learning management systems to provide automatic feedback and multiple attempts.

Student Website Creation as an Alternative to Traditional Final Essays

Diana Galarreta-Aima, James Madison University

Samantha Haling, James Madison University

Keyword Search: Website Design, Multimodal Learning, Visible Learning

This presentation will delve into the benefits and disadvantages of assigning a student-designed website as an alternative to the traditional written essay. Benefits of multimodal learning, opportunities for professional development, practical applications of student learning, and impact on faculty will all be discussed. The presentation will also address institutional, skill-related, and other barriers to successfully implementing this assignment in the classroom. Participants will leave this presentation with enhanced knowledge of website creation and design, as well as specific recommendations for designing and evaluating this type of multimodal assignment.

Learning Outcomes:

1. Have a better understanding of the process of website creation and its application within the classroom setting.
2. Reflect on alternatives to the traditional essay assignment.
3. Learn useful tips for successfully implementing student-designed websites assignment in their classrooms.

A Different Take on the Final Exam

Eric Hogan, Georgia Southern University

Marlynn Griffin, Georgia Southern University

Keyword Search: Alternative Final Exam, Assessment

We allowed our students to create products to demonstrate their learning, thus providing a diversion from the traditional written or selected response exam. In this presentation, we provide the assignment, accompanying rubric, examples of past products (with student permission), and lessons learned on how to potentially evaluate student learning. Students demonstrated comprehension and application of

course concepts creatively through a variety of products, such as poetry, websites and graphic novels. Some initial projects missed the mark. Rubrics were revised. We'll share what we learned from these products as well.

Learning Outcomes:

1. Learn about alternative assessments.
2. Learn about some pros and cons of selected response and constructed response assessments.
3. Understand why we utilized an alternative assessment.

"Read the Syllabus?" Using Syllabus Quizzes to Help Student Transitions

Richard Holtzman, Bryant University

Keyword Search: Assessment, Syllabus Readability, Syllabus Comprehension

This presentation focuses on student perceptions of an online Syllabus Quiz assigned at the start of each semester and its role in helping students successfully transition into my courses. Regardless of discipline, we all know that students do not have a habit of closely reading our syllabi. I attempt to address this problem by making the syllabus itself into an object of study through a Syllabus Quiz. My research discusses findings from survey data and analyzes these data using a grounded theory method to better understand how students perceive both my syllabus and the value of the quiz.

Learning Outcomes:

1. Consider the educational value of our syllabi in more multi-dimensional ways.
2. Better understand what students focus on when they read our syllabi.
3. Develop their own syllabus quiz, if desired.

All A's? Specification Grading in Remote Nursing Courses

Joan Humphrey, The Pennsylvania State University

Keyword Search: Specification Grading, Nursing, Assessment

Nursing education is undergoing a significant shift from a content-driven curriculum towards a more application-focused emphasis that reflects the critical decisions nurses have to make. This provides an opportunity for nurse-educators to adapt grading schema that assures instructors and the public of their mastery of critical knowledge; while also creating space for professional practice and patient-centered care. In this session, I will present data from a 9-semester study of specifications grading, a model for how specifications grading can be incorporated into on-line undergraduate nursing courses, and a rationale for why it should be incorporated into nursing courses at all levels

Learning Outcomes:

1. Critically evaluate (or re-evaluate) the role of specifications grading in the remote teaching environment.
2. Challenge commonly held assumptions about the relationships between grades, course quality (or rigor), and student success
3. Consider the potential applications of specification grading to your own disciplinary context.

Implementing Specifications Grading in a Large Course

Renée Link, University of California, Irvine

William Howitz, University of California, Irvine

Kate McKnelly, Emory University

Keyword Search: Specifications Grading, Scale Up, Rubrics

Specifications grading has been used across numerous disciplines to support student-centered learning. Examples of specifications grading often focus on smaller lecture courses. We first created a specifications grading system for one of three courses in a chemistry laboratory series and then scaled the grading format to support the full series of courses with over 1,000 students enrolled. This talk will explain how we designed our grading system, how we scaled it, and what the perceptions of instructors, students, and TAs were. We aim to help other instructors in their own incorporation of specifications grading in their course design.

Learning Outcomes:

1. Identify and explain the benefits of the specifications grading system.
2. Transform a points-based rubric into a specifications grading rubric.
3. Evaluate the outcomes of implementing a specifications grading system in a chemistry laboratory course.

Build a Better Test: Strategies for Improving Multiple-Choice Exams

Ashley Long, Parker University

Keyword Search: Exams, Multiple-Choice, Assessment

Moving multiple-choice exams rapidly online was a priority item as institutions shifted to remote learning. One university quickly identified a need to make these exams better align with course learning objectives and accurately reflect student learning to reduce grade inflation and academic dishonesty. The result was an online learning series guiding faculty through exam revision, building of assessment culture, and reflection of current exam practices. This session outlines the “Build a Better Test” series created for faculty. Attendees will leave with several handouts and resources to build better tests of their own and replicate this series at their own institution.

Learning Outcomes:

1. Plan a revised exam using question mapping and exam blueprinting to align their exam with course learning objectives.
2. Communicate a culture of assessment by creating an exam feedback communication plan and consider how to teach using exam feedback.
3. Review the basic tenants of Backward Design, think about other assessment question types, and reflect on assessment culture related to academic dishonesty.

ASSESSMENT

ENHANCING ONLINE, ONSITE, AND HYBRID
TEACHING AND LEARNING

Strategies for Transforming Teaching Through Rethinking Teaching Goals and Assessment

E. Nicole Meyer, Augusta University

Keyword Search: *Assessment, Online, Best Practices*

Our continuing pandemic mode offers instructors an opportunity to rethink our teaching goals, align our assessments in creative ways that correspond to these objectives, enact inclusive pedagogy, increase interactive learning in innovative ways, and model empathy to our hurting students. Remote teaching requires rethinking how to engage students in their learning, create a student-friendly experience throughout, highlight transferable skills, and, in the case of language teaching, proficiency-oriented goals. Reflection, collaboration, and leadership skills all transfer to both better career preparation and the growth mindset. Assessment throughout the course, including a creative final project, engages students in advancing their own learning.

Learning Outcomes:

1. Redesign student-learning outcomes to align with what they value.
2. Create collaborative assessments, some of which include gamification strategies.
3. Build community and collaboration despite physical separation.

FeedFORWARD: Helping Students Utilize Feedback on Writing

Cassandra O'Sullivan Sachar, Bloomsburg University of Pennsylvania

Keyword Search: *Feedback, Writing Process, Writing Achievement*

Although feedback is a crucial part of the writing process, many students simply check their scores, failing to heed the advice educators carefully provide. They also may discount our feedback as overwhelming, hurtful, or unclear despite our best intentions. However, instructors who frame feedback meaningfully and train students to make use of these comments, both in revisions and future assignments, can greatly impact student achievement. In this workshop, attendees will learn different strategies for delivering feedback that can help students listen to it. When students learn to transfer the feedback to upcoming assignments, growth is far more likely to follow.

Learning Outcomes:

1. Understand the purpose of feedback.
2. Learn dos and don'ts of giving valuable feedback.
3. Acquire strategies to convince students to use instructor feedback.

PRESENTATION LISTING

BY TRACK: Blended Learning

Developing Social Presence:

Teaching Relationally and Creating Community in the Hybrid/Bimodal Classroom

Rachel Hammond, Cornerstone University

Engagement and Accountability Strategies in a Hybrid Environment

Emily Kildow, University of Nebraska at Omaha

Jennifer Lemke, University of Nebraska at Omaha

Implementing Flipped Learning Online to Promote Integrated Learning During COVID-19

Jessica Peacock, Merrimack College

Comparisons of Impacts of Integrating Service-learning In a Landscape Design/Build Course Using A Hybrid and Full Online Formats

Juliet Trevino Sherk, North Carolina State University

Dallas Bretzman, North Carolina State University

Lee Ivy, North Carolina State University

Preparing Faculty for Blended Course Assessment

Heidi Watson-Held, Pennsylvania State University

Stephanie Edel-Malizia, Pennsylvania State University

Engaging Students in a Large-enrollment Course During COVID-19 Pandemic

Lin Zhu, IUPUI

Tamiko Porter, IUPUI

Developing Social Presence: Teaching Relationally and Creating Community in the Hybrid/Bimodal Classroom

Rachel Hammond, Cornerstone University

Keyword Search: Hybrid Learning, Social Presence, Relational Learning

As student-focused educators, building connections and community in our classrooms are top priorities. However, the bimodal or hybrid environments we find ourselves teaching in require us to be intentional and proactive with our words and actions to create a stronger "social presence". In this session, we will discuss a portion of the book "Small Teaching Online" by Darby & Lang along with literature related to social presence in the classroom. As an outcome, participants will consider both strategies and tactics related to relational teaching in today's environment.

Learning Outcomes:

1. Define key concepts related to social presence, including zone of proximal development, community of inquiry, and social presence.
2. Identify proactive strategies and tools for relational learning in the hybrid/bimodal classroom.
3. Create an action plan for bringing new ideas to future hybrid/bimodal teaching opportunities.

Engagement and Accountability Strategies in a Hybrid Environment

Emily Kildow, University of Nebraska at Omaha

Jennifer Lemke, University of Nebraska at Omaha

Keyword search: Engagement, Accountability, Remote Teaching

Web-based technology tools are known to increase student motivation and achievement (Wankel and Blessinger, 2013). Effectively engaging students within content while holding them accountable for course work and group discussion is no easy task through a virtual platform. Presenters will share online tools and structures used in both graduate and undergraduate settings to provide a format that encourages students to learn and apply new knowledge and skills, while creating opportunities for instructors to assess student learning. Participants will also experience and explore various strategies and techniques used to foster student engagement in virtual discussions conducted in an online platform.

Learning Outcomes:

1. During the session, candidates will experience and explore strategies and techniques to monitor and document student learning.
2. At the end of this session, participants will be able to apply various engagement strategies that are conducted through a remote platform.
3. At the end of the session, participants will have knowledge of effective assessment strategies used through the remote learning platform.

Implementing Flipped Learning Online to Promote Integrated Learning During COVID-19

Jessica Peacock, Merrimack College

Keyword Search: Active Online Learning, Integration, Health Science Courses

In an effort to improve student success during COVID-19, we implemented an online flipped learning method to maintain an active integrated learning environment among students enrolled in four health science courses. Participants emphasized the immediate application of pre-class work, ability to actively engage in content through online interactive activities, and ability to visualize content as positive elements of learning. Data analysis to assess performance is in process and will be determined shortly. Implementing a remote flipped learning model to promote active learning during the COVID-19 pandemic can provide students with an active integrated learning environment for first year students.

Learning Outcomes:

1. Customize your course to achieve tangible learning outcomes in using flipped learning in an online remote format.
2. Incorporate best practices of remote flipped learning while planning the course curriculum to ensure high student satisfaction.
3. Recognize potential barriers while planning a flipped learning model during a global pandemic.

Comparisons of Impacts of Integrating Service-learning In a Landscape Design/Build Course Using A Hybrid And Full Online Formats

Juliet Trevino Sherk, North Carolina State University

Dallas Bretzman, North Carolina State University

Lee Ivy, North Carolina State University

Keyword Search: Hybrid Course, Experiential Learning, Critical Thinking

The purpose of this study was to describe and evaluate a service learning, landscape design/build course by considering student surveys and reflections. Students' design project includes building a community-based landscape design. 2019 hybrid course and 2020 wholly online offerings were evaluated and compared. Survey responses measuring student's perception about course learning objectives and class activities, were used by investigators to gauge effectiveness of student critical thinking, confidence, civic responsibility and professionalism. The outcomes describe the learning impacts and reveal challenges of the course. They reinforce the value of teaching landscape design using service learning as both hybrid and full online options.

Learning Outcomes:

1. Describe how to use the skeleton of the critical thinking cycle to structure class learning objectives.
2. Understand how students can do the easy skill building with online readings and quizzes and the hard application of skills and concepts together as with peer learning exercises during class.
3. Identify learning objectives and class activities that can be measured and

evaluated.

Preparing Faculty for Blended Course Assessment

Heidi Watson-Held, Pennsylvania State University

Stephanie Edel-Malizia, Pennsylvania State University

Keyword Search: Blended Course, Assessment, Preparing Faculty

During the last year, we have seen a great deal of change to the teaching and learning environment online. Shifts in our University communities due to virus and workplace/financial challenges have changed the way we approach teaching and learning. During this session, we will discuss how to prepare faculty to best assess student learning in this new context. Our shift in context has left both new and seasoned faculty floundering for how to assess students in hybrid, blended, and remote learning environments. This session will provide information and practice for how to overcome assessment challenges in our current climate.

Learning Outcomes:

1. Discuss course attributes that need to be taken into consideration when determining if you will teach synchronously vs asynchronously.
2. Consider your assessment philosophy in relation to shifting instructional methods and, cultivate a better understanding of the student experience.
3. Discuss how to improve pedagogy with formative and summative assessment, explore traditional and alternative assessment methods.

Engaging Students in a Large-enrollment Course During COVID-19 Pandemic

Lin Zhu, IUPUI

Tamiko Porter, IUPUI

Keyword Search: Hybrid Course Design, Student Engagement, Large-enrollment

To help students engage with course content, course instructors, and each other, we implemented biweekly online discussion forum, Top Hat questions (both in-class and post-class), and a combination of in-person and online Peer-Led Team Learning (PLTL) workshops in a STEM Gateway course with large enrollment. Biweekly discussions allow students to collaboratively reflect on their learning strategies, mastery of learning objectives, and exam performances. Flexibility in Top Hat and PLTL accommodate engage students with different needs and learning conditions.

Learning Outcomes:

1. Set up online discussions with appropriate prompts for students.
2. Gain insights on flexible course design to address students' needs.
3. Select appropriate learning activities for courses.

PRESENTATION LISTING

BY TRACK: Classroom Community

Fostering Student Engagement in Online Master Courses
Tiffany Cresswell-Yeager, Gwynedd Mercy University
Jennifer Aucoin, Gwynedd Mercy University

Classroom as Community:
A Multi-week Unfolding Nursing Simulation
Ann Fournier, Colby-Sawyer College
Erin Murphy, Rivier University

They Aren't Talking! Student Self-disclosure in the College Classroom
Christopher Gjesfjeld, Illinois State University

What the World Needs Now...Globally-Focused, In-Class Learning
Noel Habashy, Pennsylvania State University
Laura Cruz, Pennsylvania State University
Mauricio De La Parra Gurr, Pennsylvania State University

Beyond Teaching, Creating CARE in the Online Classroom
Christie M. Kleinmann, Belmont University

Building Rapport with Students Online
Karyn Miller, Texas A&M University at Commerce
Jacqueline Riley, Texas A&M University-Commerce
Laura Slay, Texas A&M University at Commerce

Opportunities for 2020 Associated with a Presidential Election
Mike Pinter, Belmont University

Building Community and Connection in Online Learning
Georgina Wilson, Central Michigan University

Fostering Student Engagement in Online Master Courses

Tiffany Cresswell-Yeager, Gwynedd Mercy University

Jennifer Aucoin, Gwynedd Mercy University

Keyword Search: Student Engagement, Online Teaching, Master Courses

Faculty who teach online may be searching for ideas on how to personalize their master course and increase student engagement. Many faculty express concerns about students who are disconnected. Personalization of master courses increases student engagement while allowing students and instructors to feel more connected during the course. From personalized weekly announcements, individualized feedback and check-ins, to dialogue creation in discussion forums, and audio feedback, there are a variety of ways an instructor can incorporate strategies that increase engagement and add personality to the course. In this chapter, the authors explore strategies to increase student engagement and provide a frame-work to implement these strategies that assist online instructors in demonstrating their personalities and expertise in master courses. Strategies can be separated into three components, engaging with the instructor, with peers and with course content.

Learning Outcomes:

1. Explore the student engagement framework for online teaching.
2. Examine evidence-based strategies to build engagement.
3. Share ideas to implement strategies in practice.

Classroom as Community: A Multi-Week Unfolding Nursing Simulation

Ann Fournier, Colby-Sawyer College

Erin Murphy, Rivier University

Keyword Search: Simulation, Social Determinants of Health, Inter-professional

Simulation is recognized as a transformational learning experience for students. The literature exploring the development, implementation, and evaluation of community and public health based simulation is limited; however, simulation-based education related to the interconnected nature of the social determinants of health may offer an important opportunity to explore health inequity from both a personal and inter-professional perspective. A multi-week unfolding simulation, called classroom as community, was created to develop personal and professional knowledge, skills, and attitudes related to the impact of social determinants of health on individual and community health outcomes. The simulation was designed to build, through experience and reflection, competence related to concepts essential to an understanding of the impact of economic and social factors on health and well-being. Personal attitudes, limited income, equity, vulnerable populations, and substance misuse are among the essential concepts revealed through the unfolding simulation.

Learning Outcomes:

1. Explore the benefits of an unfolding multi-week simulation to the personal and professional growth of students.
2. Connect deep learning experiences to the impact of economic and social circumstances on the health and well-being of diverse communities.
3. Identify collaborative opportunities to develop and implement inter-

professional simulations.

They Aren't Talking! Student Self-disclosure in the College Classroom

Christopher Gjesfjeld, Illinois State University

Keyword Search: Self-disclosure, Classroom Community, Student Development

Self-disclosure has been defined as “what individuals verbally reveal about themselves to others (including thoughts, feelings, and experiences)” (Derlega et al., 1993, p. 1). While educational pedagogy has noted the dynamic interaction between the experiences of the individual and the educational environment, sharing one’s thoughts and feelings also can build closeness and community in classroom settings. While there is theory development regarding self-disclosure within intimate relationships and families, self-disclosure research has not considered its application to the classroom. Our discussion will focus on translating this important research to develop strategies for student engagement and motivation.

Learning Outcomes:

1. Differentiate healthy self-disclosing learning communities.
2. Predict how their self-disclosure and specific activities may increase self-disclosure and student development.
3. Propose ground rules for promoting the disclosures of marginalized identities and those with concealable stigmatized identities (mental illness, LGBTQ+).

What the World Needs Now... Globally-Focused, In-Class Learning

Noel Habashy, Pennsylvania State University

Laura Cruz, Pennsylvania State University

Mauricio De La Parra Gurr, Pennsylvania State University

Keyword Search: Global Education, Cultural Humility, Qualitative Research

Cultural humility is critical to effective global learning. Unfortunately, despite its prevalence in other scholarly literature, this concept is seldom found within the field of international education. This study presents grounded theory findings from qualitative data analysis of student reflection journals and in-class assignments ($n=22$). While many global education opportunities focus on travel, this presentation explores furthering global understanding with students who are in a domestic classroom. Participants in this session will be able to identify the relevance of cultural humility to global learning and find ways to incorporate cultural humility into their own classes.

Learning Outcomes:

1. Articulate the concept of cultural humility.
2. Examine the relevance of cultural humility to promote global learning.
3. Apply the teaching of cultural humility to their own classrooms.

Beyond Teaching, Creating CARE in the Online Classroom

Christie M. Kleinmann, Belmont University

Keyword Search: Student Engagement, Online Teaching, Soft Skills

Teachers have long known that teaching requires more than content expertise. Yet, we have tended to regard anything outside of content and assessment as soft skills, advantageous but not essential to teaching. COVID, however, recalibrated our thinking. Using faculty reflections from Spring 2020, this session considers the changes COVID brought to faculty's role in the classroom and the accompanying recognition of the importance of soft skills in facilitating student learning. As a result of this session, attendees will learn how these soft skills can be integrated through CARE and will develop their own CARE-based activities in the online classroom.

Learning Outcomes:

1. Explain the expanding role of "professor" in the online classroom.
2. Describe the components of CARE in the online classroom.
3. Develop online classroom activities that illustrate CARE in the online classroom.

Building Rapport with Students Online

Karyn Miller, Texas A&M University at Commerce

Jacqueline Riley, Texas A&M University-Commerce

Laura Slay, Texas A&M University at Commerce

Keyword Search: Rapport, Classroom Climate, Culture

Positive rapport between instructors and students is linked to a variety of student benefits, including a greater feeling of connectedness, increased learning, higher motivation, and greater participation. Yet, amid the chaos of the pandemic, instructors have been forced to reconsider how they create a positive online learning environment and foster good rapport. In this presentation we will examine factors contributing to positive instructor-student rapport, as well as practical ways in which instructors can build relationships with students synchronously and asynchronously using technology. Throughout the presentation, we will invite participants to share ways they have developed rapport with their students online.

Learning Outcomes:

1. Examine the factors contributing to positive instructor-students rapport.
2. Explore concrete strategies for fostering positive rapport.
3. Brainstorm additional strategies for building rapport with students.

Opportunities for 2020 Associated with a Presidential Election

Mike Pinter, Belmont University

Keyword Search: Student Engagement, Election Engagement, Student Learning

We consider a range of activities that connect themes associated with a Presidential election year to opportunities with students in our courses and to faculty development. These themes include democracy, civil engagement, voting, and elections more generally, with specific examples that suggest ideas regarding how to help students evaluate the news and the timely 100th year anniversary of women's suffrage in the

United States. We describe faculty development platforms on our campus that have been and will be used in this regard to serve faculty teaching and learning needs.

Learning Outcomes:

1. Identify useful resources for further exploration of potential election-year topics.
2. Associate some related historical topics to contemporary voting and election issues.
3. Incorporate one or more session ideas into Fall 2020 courses or faculty development activities.

Building Community and Connection in Online Learning

Georgina Wilson, Central Michigan University

Keyword Search: Learning Culture, Classroom Community, Online Learning

The presentation will focus on the need for faculty to create intentionality around building classroom connections and community in online learning. The presenter will link online learning and face-to-face learning and share critiques of online learning. The rationale will center around adult learner theory, high-quality learning environment for students, and its relationship to student success. Connection of strategies and best practices to teacher presence and adult learner theory will be presented along with opportunities for application. The final portion of the presentation addresses how microaggressions and other implicit biases create barriers that undermine building classroom community and connection.

Learning Outcomes:

1. Understand the importance of classroom community in online and collaborative learning environments.
2. Incorporate classroom community building strategies into online instruction modules.
3. Evaluate online course modules to identify opportunities to incorporate strategies to increase the online classroom community.

PRESENTATION LISTING BY TRACK:

Course/Curriculum (re)Design

Developing Student Interpersonal Skills and Competencies:
Employer Perspectives

Silvia Bartolic, University of British Columbia
Hailey Craig, University of British Columbia
Lisa Chang, University of British Columbia

Leveraging Industry-University Collaborations in the Development of Academic Programs

Ken Chadwick, Nicholls State University
Luke Cashen, Nicholls State University

Online Focus Groups for Program Planning, Evaluation, Research (and Pandemics)

Diane Chapman, North Carolina State University

Learning from Students' Feedback from Seismic-shift Spring:
Barriers and Successes

Laura Edwards, Taylor University
Kendra Joy Thomas, University of Indianapolis
Kim Case, Taylor University

First-year Seminar Reimagined:
Integrating Liberal Arts and Artificial Intelligence

Ruthie Halma, Truman State University

Collaborative Content Design:
An Ideal Vision for Course Creation

Megan Kohler, The Pennsylvania State University
Penny Ralston-Berg, The Pennsylvania State University

PRESENTATION LISTING BY TRACK:

Course/Curriculum (re)Design

Moving Curriculum Beyond the Degree:

Telepractice Digital Badge for Designing an Accessible Online Course Development

Denise A. Ludwig, Grand Valley State University

Beth Macauley, Grand Valley State University

Courtney Karasinski, Grand Valley State University

Virtual Reality:

A Pedagogical Approach to Online Student Engagement

Ronda Mariani, Bloomsburg University of Pennsylvania

Thomas Tanner, Bloomsburg University of Pennsylvania

Launching TLC Partnerships Through Two Large Enrollment STEM Courses

Kathleen Marrs, IUPUI

Lin Zhu, IUPUI

Implementation of Course-Level Gamification of Undergraduate Courses

Nathan Silva, Nevada State College

Sierra Adare-Tasiwoopa Api, Nevada State College

Forging a Sustainability Culture:

Integrating Sustainability Across the Curriculum

Jeffrey Stone, Pennsylvania State University

Maung Min, Pennsylvania State University

COURSE/CURRICULUM (RE)DESIGN

ENHANCING ONLINE, ONSITE, AND HYBRID
TEACHING AND LEARNING

Developing Student Interpersonal Skills and Competencies: Employer Perspectives

Silvia Bartolic, University of British Columbia

Hailey Craig, University of British Columbia

Lisa Chang, University of British Columbia

Keyword Search: Student Employability, Curriculum Renewal, Interpersonal Skills

The current job market is becoming increasingly more difficult and competitive for recent graduates. This project conducted a curriculum evaluation by consulting with employers through interviews/surveys and found several key interpersonal skills sought-after by employers working within family studies fields. Preliminary findings reveal that there is a gap between the interpersonal skills and competencies taught in a classroom and those required and sought after in a workplace environment. This presentation provides suggestions to instructors on what career development needs should be implemented within their courses to meet the needs of employers and to better equip students for the workforce.

Learning Outcomes:

1. Show how the process of assessing stakeholder needs informs curriculum renewal.
2. Identify core competencies and interpersonal skills employers seek from recent graduates working with families.
3. Understand how instructors can facilitate best practices for applying learned knowledge to real-world contexts.

Leveraging Industry-University Collaborations in the Development of Academic Programs

Ken Chadwick, Nicholls State University

Luke Cashen, Nicholls State University

Keyword Search Industry-University Relationships, Program Development, Program Redesign

Increasingly, evidence suggests graduates do not possess critical skills in the areas of career readiness, which translates into accusations the current higher education system fails to meet employer needs. The primary mechanism for improving these outcomes is via industry-university collaboration. This presentation provides a framework for building these relationships with the intent of revising existing or delivering new academic programs. The framework and guidelines offered are applicable to a multitude of academic areas considering these collaborative relationships. Embracing this collaborative model increases opportunities for programs to elevate their impact and, ultimately, deliver greater value to students and employers.

Learning Outcomes:

1. Understand the process for developing and implementing industry-university collaborations in academic program development.
2. Understand the value of, and the need for, industry-university collaborative relationships in higher education today.
3. Understand how industry-university collaborative relationships for revisions to existing academic programs or the development of new academic programs is critical to the strategic plans of programs, colleges,

COURSE/CURRICULUM (RE)DESIGN

ENHANCING ONLINE, ONSITE, AND HYBRID
TEACHING AND LEARNING

and universities.

Online Focus Groups for Program Planning, Evaluation, Research (and Pandemics)

Diane Chapman, North Carolina State University

Keyword Search: Focus Group

We selected virtual focus groups as the primary methodology for undertaking needs assessment with faculty across North Carolina. Web conferencing and a brainstorming software allowed for valid and reliable data collection, anonymously and at a distance. This session will explore processes and suggest strategies. Participants will be introduced to the technologies and then invited to participate in a real-time focus group. A debrief via discussion will then occur about how this methodology can be used not only in needs assessment, but for program planning, research, and student learning.

Learning Outcomes:

1. Describe some best practices for administering online focus groups.
2. Participate in an online focus group using web-conferencing combined with a third party app.
3. Design online focus group protocol.

Learning from Students' Feedback from seismic-shift spring: Barriers and Successes

Laura Edwards, Taylor University

Kendra Joy Thomas, University of Indianapolis

Kim Case, Taylor University

Keyword Search: Remote Learning, Virtual, Covid-19 Pivot, Educational Strategies

This presentation will describe findings from 2300 student responses to the spring 2020 course evaluations when COVID-19 necessitated students finishing the term away from campus. The following prompt was used to solicit feedback: "Think about the virtual/online instructional methods used in your courses. Which parts worked best and what barriers or challenges did you encounter?" The findings revealed what kept students motivated, assignment challenges, what they felt was beneficial, and which methods worked well. Implications for best practices in teaching will be discussed. Participants will be invited to adapt a learning activity used last term in light of students' perceptions.

Learning Outcomes:

1. Evaluate and reflect on students' perspectives and create meaning in terms of application.
2. Redesign a learning activity that they used this previous semester in light of students' perceptions.
3. Effectively evaluate current and future educational strategies.

COURSE/CURRICULUM (RE)DESIGN

ENHANCING ONLINE, ONSITE, AND HYBRID
TEACHING AND LEARNING

First-year Seminar Reimagined: Integrating Liberal Arts and Artificial Intelligence

Ruthie Halma, Truman State University

Keyword Search: Curriculum Re-design, First-year Seminar, Blended learning

A reimagined, required first-year student seminar was implemented fall 2019 exploring the relationship between individuals and society within the context of a discipline-specific problem domain. This session describes a seminar, using interwoven artificial intelligence topics, based on the three foundational components of a liberal arts and sciences education of engaging the big questions, cultivating intellectual and practical values, and fostering character. Understanding one's identity, critical thinking, problem-solving, writing, speaking, teamwork, digital literacy, diversity and inclusion, and intercultural knowledge and competence are all covered in a blended course setting. Assessment measures suggest the seminar is helping improve university-wide retention.

Learning Outcomes:

1. Design a reimagined first-year student seminar combining the liberal arts within a specific discipline focus.
2. Generate learning outcomes for this type of seminar.
3. Formulate ways to assess the effectiveness of a first-year seminar.

Collaborative Content Design: An Ideal Vision for Course Creation

Megan Kohler, The Pennsylvania State University

Penny Ralston-Berg, The Pennsylvania State University

Keyword Search: Collaboration, Instructional Design, Innovation

The Collaborative Content Design (CCD) Model creates a dynamic which guides content experts through the design process in an engaged and supported manner. The model helps establish the faculty/designer relationship, then shifts to support a more collaborative design process, and culminates with a focus on student learning and engagement. Join us to discuss the use of the CCD model and to learn about opportunities to implement the model at your institution.

Learning Outcomes:

1. Discuss challenges of traditional online course design and development models.
2. Describe and apply the phases of the Collaborative Course Design (CCD) model.
3. Identify opportunities for improved collaboration within existing course development models at the attendee's institution.

Moving Curriculum Beyond the Degree: Telepractice Digital Badge for Designing an Accessible Online Course Development

Denise A. Ludwig, Grand Valley State University

Beth Macauley, Grand Valley State University

Courtney Karasinski, Grand Valley State University

Keyword Search: Telecommunication, Certificate Program, Coursework Design

COURSE/CURRICULUM (RE)DESIGN

ENHANCING ONLINE, ONSITE, AND HYBRID
TEACHING AND LEARNING

In response to the global health crisis and ensuing guidelines for the economy, professionals in health care, education, business, and other areas can anticipate being involved in telecommunication during their careers. Personnel preparation programs have a responsibility to prepare their students for careers that will include telecommunication or telepractice. This presentation will present and discuss ways to provide this content beyond the degree by embedding a certificate or badge program within and around coursework. Participants will identify and develop a framework for this process as applied to their profession and leave with specific action plan for implementation.

Learning Outcomes:

1. Identify the six steps in developing a badge or certificate program focused on a profession that provides training beyond the degree.
2. Determine the elements of telecommunication and/or teletherapy required for a specific profession moving into the future.
3. Develop an action plan for an identified profession that will serve as a blueprint for application of telecommunication and/or teletherapy among coursework.

Virtual Reality: A Pedagogical Approach to Online Student Engagement

Ronda Mariani, Bloomsburg University of Pennsylvania

Thomas Tanner, Bloomsburg University of Pennsylvania

Keyword Search: Virtual Reality; Online Education; Course Design

COVID-19 has suddenly forced educators to rethink pedagogical approaches. Moreover, this disruption has forced academics into the virtual world with their students. Unquestionably, this has led educators to rethink content delivery. Goh and Sanders (2019) claim that education as a whole is increasingly becoming transformed, and with the assistance of new technologies and tools, pedagogical approaches and activities are changing. One such technology that is being revisited is Virtual Reality (VR) platforms. The purpose of this presentation will be to discuss VR, its application to learning and engagement, and strategies that could be implemented in classroom course design.

Learning Outcomes:

1. Discuss and examine the application of VR in context with student engagement.
2. Evaluate existing examples and outcomes of VR classroom implementation.
3. Create a plan to apply VR to classroom course design.

Launching TLC Partnerships through two Large Enrollment STEM Courses

Kathleen Marrs, IUPUI

Lin Zhu, IUPUI

Keyword Search: Themed Learning Community, Student Belonging, Course Design

Themed Learning Communities (TLCs) are High-Impact Practices with significant

COURSE/CURRICULUM (RE)DESIGN

ENHANCING ONLINE, ONSITE, AND HYBRID
TEACHING AND LEARNING

benefits for students and faculty. We have developed a model to utilize two large enrollment classes (Biology and Chemistry) as a focused option for TLCs based on interests and career goals. We will focus on the development and modification of our learning community, Molecules to Medicines, over the last 7 years, as well as provide models to show how team collaboration can be accomplished to link each component of the learning communities. We will review data on student belonging and success, retention, and satisfaction with the model from all participants.

Learning Outcomes:

1. Discuss the considerations to take before starting a themed-learning community.
2. Learn ideas of appropriate activities and assignments for a themed-learning community, whether on-line or in-person, or a hybrid model.
3. Learn how to assess the effectiveness of a themed-learning community.

Implementation of Course-Level Gamification of Undergraduate Courses

Nathan Silva, Nevada State College

Sierra Adare-Tasiwoopa Api, Nevada State College

Keyword Search: Gamification, Engagement, Redesign

Implementing a course-level narrative through an undergraduate course increases the level of student engagement in the course when done properly. Incorporating elements of gamification successfully can motivate learners to persist in courses and studies and develop a passion for the subject area, especially for novice learners. Avoiding common pitfalls when it comes to implementing gamification can increase the level of learner engagement. Attendees will participate in some of the elements of gamification that students experience in these courses. Leaving this presentation, attendees should have an idea of how to implement gamification onto their own courses and some pitfalls to avoid.

Learning Outcomes:

1. Identify elements of gamification they would be able to incorporate into their own courses.
2. Recognize common pitfalls in gamification that can harm learner engagement.
3. Develop a plan to incorporate those identified positive elements while avoiding most of the common pitfalls.

Forging a Sustainability Culture: Integrating Sustainability Across the Curriculum

Jeffrey A. Stone, Pennsylvania State University

Maung K. Min, Pennsylvania State University

Karen Kackley-Dutt, Pennsylvania State University

Keyword Search: Sustainability, Curriculum, Integrative Learning

Sustainability provides a current and universally applicable domain for engaging students but building a "culture of sustainability" requires innovative pedagogy as well as co- and extra-curricular integration. This session will discuss the experiences of three university faculty members, all of whom have integrated sustainability into their courses. The goal of this session is to share these approaches, as well as to promote the idea

that a “culture of sustainability” can be built through cross-curricular integration of sustainability concepts and activities. This session intends to promote group discussion among the attendees – sharing their own experiences, considering custom strategies and approaches, and leaving with a wealth of new ideas on how sustainability can become an ingrained part of their campus’ curricular experience.

Learning Outcomes:

1. Understand ideas and strategies for integrating sustainability into courses and curricula, including extracurricular and co-curricular activities.
2. Develop a student-centered perspective on sustainability as part of lived campus experience(s).
3. Integrate multiple strategies (drawn from multiple institutions) into their own curricular and co-curricular initiatives.

PRESENTATION LISTING

BY TRACK:

Educational Theory/Pedagogy

Addressing the Gaps of Remote Instruction with Multiliteracies Pedagogy

Lisa Chang, University of British Columbia

Silvia Bartolic, University of British Columbia

Hailey Craig, University of British Columbia

Metacognitive Teaching – Reflecting on Our Teaching Practice

Stephanie Foote, John N. Gardner, Institute for Excellence in Undergraduate

AntiSocial Praxis:

Designing and Teaching Disinformation in the Intro Media Course

Robert Foschia, Pennsylvania State University, York

Critical Pedagogy and Critical Information Literacy in the Online Environment

Katie Greer, Oakland University

Using Neuroscience to Inform Instruction

C. Bobbi Hansen, University of San Diego

Using an Online Escape Room to Teach Essential Employability Skills

Angela Lyrette, Algonquin College

Can a Course Syllabus Improve Students' Metacognition and Engagement?

Neal Malik, California State University, San Bernardino

Nipped in the Bud:

COVID-19 Reveals Malleability of Student Self-Efficacy

NaTasha Schiller, Wingate University

Eileen Camfield, University of California Merced

Kirkwood Land, University of the Pacific

Grading as Instruction

Barry Sharpe, Western Governors University

Socrates and SOTL: An Old Method and Student Learning

Barry Sharpe, Western Governors University

Addressing the Gaps of Remote Instruction with Multiliteracies Pedagogy

Lisa Chang, University of British Columbia

Silvia Bartolic, University of British Columbia

Hailey Craig, University of British Columbia

Keyword Search: Remote Instruction, Pedagogical Models, COVID-19

The emergency transition to remote instruction during the pandemic greatly impacted higher education institutions around the world. These sudden shifts to teaching and learning renew the call to draw from pedagogical frameworks that enhance in-person and online instruction. In 1996, the New London Group argued for the implementation of multiliteracies pedagogy to cope with increased diversity in classrooms and the growing impact of technology on teaching. This presentation highlights the need for multiliteracies pedagogy in higher education contexts in light of the concerns raised about remote instruction in an institutional study.

Learning Outcomes:

1. Understand the challenges instructors and students faced during the transition to remote instruction in March 2020.
2. Identify the core tenets of multiliteracies pedagogy.
3. Understand how the multiliteracies lens applies to the changing landscape of instruction in higher education.

Metacognitive Teaching – Reflecting on Our Teaching Practice

Stephanie Foote, John N. Gardner, Institute for Excellence in Undergraduate Education

Keyword Search: Reflection, Metacognition, Professional Growth

To help students become metacognitive learners, faculty should first consider their own metacognition and the role that plays in their courses. Faculty who are metacognitive have an awareness of their own teaching practices and purpose, but at the same time, they are also aware of student engagement and learning and are willing to adapt based on that awareness (Scharff, 2015). While faculty are often metacognitive in their own discipline, these approaches are often not transferred to teaching (Tanner, 2012). This session will focus on strategies and approaches faculty can take to use metacognition to reflect on their own teaching practice.

Learning Outcomes:

1. Describe the relationship between metacognition and teaching.
2. Understand several approaches to engaging in forms of thinking and reflection that produce their own metacognitive awareness.
3. Identify ways in which they can use metacognition with the goal of “iteratively changing” their teaching practice.

AntiSocial Praxis: Designing and Teaching Disinformation in the Intro Media Course

Robert Foschia, Pennsylvania State York

Keyword Search: Media Criticism, History of Social Media

Using projects from an intro Media course, this presentation highlights insights gained from teaching a critical version of a media history course, centered on the last twenty years of media history, or the digital turn. By using social-enabled video software, students designed critical videos around notions of empathy, transparency, and economic dignity they see in contemporary media. This presentation seeks to highlight disparities between whether students changed social media habits, became

more critical readers of news and information sources, and whether this is formed through the construction and design of media, a theoretical/critical appraisal, or a praxis view combining the two.

Learning Outcomes:

1. Add critical theory to video design and media production.
2. Better understanding of critical media literacy texts.
3. Synthesize theory and practice in media.

Critical Pedagogy and Critical Information Literacy in the Online Environment

Katie Greer, Oakland University

Keyword Search: Critical Pedagogy, Information Literacy, Online Pedagogy

The scholarship on critical information literacy and critical pedagogy provides examples of how faculty can incorporate this important practice into their teaching of one-shot and even credit courses, but little exists in the literature of how to effectively do so in the online environment. This session will explore one librarian's experiences in incorporating critical information literacy and critical pedagogy into an online, 4-credit course to increase student engagement and student success. Challenges of applying these practices in the online environment will be discussed, and participants will leave with strategies that can be employed to break down those barriers.

Learning Outcomes:

1. Define critical pedagogy/critical information literacy and access resources relevant to the topic.
2. Discuss the challenges of incorporating critical pedagogy into the online environment.
3. Brainstorm strategies to apply critical pedagogy to their own teaching environments.

Using Neuroscience to Inform Instruction

C. Bobbi Hansen, University of San Diego

Keyword Search: Educational Neuroscience, Instructional Strategies

In this session, we will discuss contemporary brain research and what applications this research may have on teaching and learning. Participants will derive the following educational implications from neuroscience on classroom practice, (1) recognize of the role of emotion in thinking and learning; (2) examine how brain plasticity supports a growth mindset, (2) connect brain research to evidence-based instructional strategies; (3) recognize the role of assessments and homework in learning; (4) apply the findings from neuroscience to support differentiation of instruction for all students. Finally, we will discuss some hurdles that can challenge learning and explore how to overcome them.

Learning Outcomes:

1. Critically examine how brain-based theories may inform your classroom teaching.
2. Analyze the roles of memory, attention and engagement on learning.
3. Critically examine how personal belief systems and emotions may affect learning.

Using an Online Escape Room to Teach Essential Employability Skills

Angela Lyrette, Algonquin College

Keyword Search: Employability Skills, Game-based Learning, Groupwork

Participants in this session will participate in an online “escape room” activity designed to introduce six essential employability skills. In this timed activity, participants in groups of four will work together to solve puzzles, analyze clues, eliminate evidence, and solve problems using communication, numeracy, information management, critical thinking, and interpersonal and personal skills. Participants will be invited behind the story to investigate the tools (Adobe Spark, Google forms, Kahoot, YouTube, adult learning and game theory) used to create the experience for application in their own virtual classrooms.

Learning Outcomes:

1. Communicate effectively and collaboratively in multi-generational and multi-cultural environments
2. Describe group dynamics, team building, negotiation, democracy
3. Apply problem solving and critical thinking skills; logic, geographic, math, patterning

Nipped in the Bud: COVID-19 Reveals Malleability of Student Self-Efficacy

NaTasha Schiller, Wingate University

Eileen Camfield, University of California Merced

Kirkwood Land, University of the Pacific

Keyword Search: Pandemic, Writing, Biology

What happens when a global pandemic disrupts a longitudinal study of student success? Researchers can unearth student resilience information! Case studies from two demographically different institutions, illustrate aspects of student self-efficacy that were undercut by the shift to emergency remote instruction (ERI). With a balance between cognitive and social interventions, this study shows how self-efficacy is highly malleable. This presentation reveals how writing activated student success/agency and provided feedback to instructors. This proved crucial to recovering emerging self-efficacy that was damaged by ERI due to the pandemic. Participants will discuss findings, ask questions, and share other techniques that promote self-efficacy.

Learning Outcomes:

1. Identify specific elements of student self-efficacy most vulnerable to external threats (global health crisis and isolation engendered by remote instruction).
2. Hypothesize how to build their own students’ self-efficacy in the “new normal”.
3. Analyze and predict which components of their own courses might require retooling.

Grading as Instruction

Barry Sharpe, Western Governors University

Keyword Search: Pedagogy, Grading, Course Design, Formative Assessment, Metacognition

Although there is much discussion about, and research supporting, the importance of formative assessments as part of designing a course to support student learning, I think there is a temptation to treat formative assessments as though they were summative assessments. When formative assessments are viewed simply as a measure of student performance, as opposed to a component of student learning, students miss opportunities for learning supported by practice, mistakes, scaffolding, and feedback-based metacognition. To address these concerns, this session will explore three ways of thinking about grading as instruction: format of assignments, reading reports, and samples of student work.

Learning Outcomes:

1. Identify how format of assignments (best-of format and sequencing/scaffolding of assignments) can support iterative practice in support of student metacognition and learning.
2. Connect reading reports with improved structure for reading, writing, and reflection.
3. Note how the use/distribution of samples of student work provide actionable feedback for students and support peer-to-peer learning.

Socrates and SOTL: An Old Method and Student Learning

Barry Sharpe, Western Governors University

Keyword Search: Socratic Method, Science of Learning, Metacognition,

In this workshop-style session, we will examine three images of Socrates as “teacher” from Plato’s Dialogues (torpedo fish, gadfly, and midwife) and three concepts from the literature on the science of learning (generation, desirable difficulty, and the fluency illusion) in order to consider potential intersections between the Socratic Method and the science of learning. We will test the proposition that rethinking a traditional model of instruction, the Socratic Method, can provide insight into the work that faculty do with their students and suggest structure for the development of important metacognitive skills (for students and, perhaps, for faculty as well).

Learning Outcomes:

1. Identified how images of Socrates as teacher can advance our understanding of the science of learning.
2. Reflected on and practiced ways to support student metacognition.
3. Reflected on and practiced ways to address the fluency illusion and support improved student awareness as learners.

PRESENTATION LISTING

BY TRACK: Faculty Development

Implementing a Faculty Orientation and Onboarding Program to Increase Student Success

Chelsea Biggerstaff, Austin Community College

Michelle Fitzpatrick, Austin Community College

Learn About 3 Scholarships:

SoTL, Academic Development, and Learning Communities

Milton Cox, Miami University

Best Practices of Faculty Coaching and Student Retention

Leslie Dolan, Community College of Rhode Island

Ali Khalil, Community College of Rhode Island

Charles Kell, Community College of Rhode Island

Building a Reflective Community of Practice for Teaching and Learning

Steven Eberth, Western Michigan University

Lisa Singleterry, Western Michigan University

Getting Published:

SoTL and DBER Research Dissemination

Emily Faulconer, Embry-Riddle Aeronautical University

Rapidly Developing Reusable Faculty Support Resources -

The ASPIRE Program Case Study

Luca Giupponi, Michigan State University

Daniel Trego, Michigan State University

PRESENTATION LISTING

BY TRACK: Faculty Development

Does Instructor Quality Affect Student Grades?

John Griffith, Embry-Riddle Aeronautical University - Worldwide

Emily Faulconer, Embry-Riddle Aeronautical University

Bobby McMasters, Embry-Riddle Aeronautical University

Learn with Me:

The Perceived Benefits and Barriers of Collaborative Interprofessional Research Groups

Jessica Jochum, University of Indianapolis

Joanne Klossman, University of Maryland

Ed Jones, University of Indianapolis

Just Keep Swimming:

Preparing Faculty to Teach Online after Crisis

Katrina S. Kardiasmenos, Bowie State University

Mariann Hawken, University of Maryland, Baltimore County

Boosting SoTL/DBER at the Institutional Level via Virtual Faculty Development

Jennifer Stanigar, North Carolina State University

Maria Gallardo-Williams, North Carolina State University

Building a Culture of Faculty Development:

One University's Pandemic Response

Kathryn Zawisza, University of Arkansas

Donald Johnson, University of Arkansas

Implementing a Faculty Orientation & Onboarding Program to Increase Student Success

Chelsea Biggerstaff, Austin Community College

Michelle Fitzpatrick, Austin Community College

Keyword Search: Faculty Onboarding, Faculty Development, Orientation

Austin Community College's new semester-long faculty onboarding program delivers a 3-day orientation and monthly sessions to launch new faculty into a successful career. Learn details about the development, data, lessons learned, and suggestions for implementing a similar program at your institution. Participants will discuss ways to improve their onboarding process and hear faculty testimonials.

Learning Outcomes:

1. Describe a successful new faculty orientation and onboarding program.
2. Develop a plan to improve your faculty onboarding process.
3. Identify key stakeholders that can contribute to your success.

Learn About 3 Scholarships: SoTL, Academic Development, and Learning Communities

Milton D. Cox, Miami University

Keyword Search: Scholarship of Teaching and Learning, Learning Communities, Publication of Educational Scholarship

Three relatively new areas of scholarship in higher education are the scholarship of teaching and learning (SoTL), the scholarship of learning communities (SoLC), and the scholarship of academic (or educational or faculty) development (SoAD). In this presentation we will investigate and compare these three scholarships and where faculty learning communities, communities of practice, and student learning communities locate in these scholarships. Participants will come away with examples of publications of these scholarships and journals that publish them. Participants will learn the surprising guidelines for publication of these 3 scholarships.

Learning Outcomes:

1. Describe the scholarship of teaching and learning, the scholarship of learning communities, and the scholarship of academic development.
2. Provide examples of publications in these scholarships and journals for publication.
3. Describe the guidelines for publication in these scholarships.

Best Practices of Faculty Coaching and Student Retention

Leslie Dolan, Community College of Rhode Island

Ali Khalil, Community College of Rhode Island

Charles Kell, Community College of Rhode Island

Keyword Search: Student Retention, Faculty Mentor, Teaching Strategies

At the community college level, mentoring ALP (Accelerated Learning Program) faculty further solidifies their best practices and contributes to increasing students' success, retention, and graduation rates. While traditionally mentoring has been conducted face to face, the presenters will mentor their fellow educators remotely this fall semester, and possibly during the 2021 spring semester—given the pandemic's impact on teaching and learning. These classroom strategies can be

applied in a face to face and virtual setting. By the end of this presentation, participants will understand our well-developed ALP mentor program, and learn effective teaching strategies that build student engagement and retention.

Learning Outcomes:

1. Understand our ALP faculty mentor program.
2. Gain new teaching strategies.
3. Enrich student experience to promote student engagement and retention.

Building a Reflective Community of Practice for Teaching and Learning

Steven Eberth, Western Michigan University

Lisa Singleterry, Western Michigan University

Keyword Search: Self-Reflective, Faculty Development, Instructional Strategies

Something unusual about institutions of higher learning is they can hire faculty with little to no guidance on evidence-based teaching practices. A 9-discipline, 2-country team transformed a faculty learning community into a community of practice (CoP) designed to reflect on teaching and learn evidence-based teaching approaches. Together, this diverse group discussed teaching using a common read as the catalyst. Faculty also applied a structured reflective process to inform their teaching. Results showed faculty valued the opportunity to share common teaching experiences, learn evidenced-based strategies to improve their teaching outcomes and improved their confidence in applying new strategies.

Learning Outcomes:

1. Use sequential reflective practices to inform teaching.
2. Discuss advantages of interdisciplinary CoP.
3. Appraise the feasibility of implementing a CoP at your own institution.

Getting Published: SoTL and DBER Research Dissemination

Emily Faulconer, Embry-Riddle Aeronautical University

Keyword Search: Publishing, Manuscript Generation, Dissemination

We will explore how to identify potential dissemination venues, factors to consider when vetting a journal (readership, impact, access, etc.), editorial processes, and how to strategically get your message across to editors and viewers. From search engine optimization to graphical abstracts and social media, what steps can you take to get the most out of your publication? How can you navigate the "failure points" (growth opportunities) in the process? Tools, resources, and personal experiences will be shared.

Learning Outcomes:

1. Identify appropriate dissemination venues.
2. Understand editorial processes, including potential failure points.
3. Identify strategies to communicate a clear message in research manuscripts.

Rapidly Developing Reusable Faculty Support Resources - The ASPIRE

Program Case Study

Luca Giupponi, Michigan State University

Daniel Trego, Michigan State University

Keyword Search: Faculty Development, Online Learning, Instruction

In Spring 2020 as Universities were moving to remote teaching, a team from Michigan State University rapidly created the Asynchronous Program for Instructional Readiness (ASPIRE) program. This program both supported faculty in the immediate move to remote teaching, but also has evolved into a lasting resource that will continue to be used. This presentation will engage participants in our rapid development processes and encourage them to think about how their own work can be rapidly re-used in such cases.

Learning Outcomes:

1. Design their own rapidly created faculty development program.
2. Describe how their own teams may be able to use our methods at their own institutions.
3. Use our evaluation methods to assess their own programs.

Does Instructor Quality Affect Student Grades?

John Griffith, Embry-Riddle Aeronautical University - Worldwide

Emily Faulconer, Embry-Riddle Aeronautical University

Bobby McMasters, Embry-Riddle Aeronautical University

Keyword Search: Instructor Effectiveness, Instructor Quality, Student Performance

Researchers have conducted studies on the relationship of instructor quality and student performance but few studies evaluated final grades, grade distribution and pass rates in an undergraduate course using a standardized syllabus. We examined 328 student grades to determine if such a relationship existed.

Learning Outcomes:

1. Describe the relationship between student performance and instructor quality.
2. Identify and discuss factors leading to effective instructor performance.
3. Identify and discuss course development strategies leading to student performance.

Learn with Me: The Perceived Benefits and Barriers of Collaborative Interprofessional Research Groups

Jessica Jochum, University of Indianapolis

Joanne Klossner, University of Maryland

Ed Jones, University of Indianapolis

Keyword Search: Interprofessional Practice, Collaborative Research, Faculty Productivity

Interprofessional practice (IPP) maximizes skills of providers and Evidence-based Medicine leads to improved patient care. Students may be better prepared for IPP given the opportunity to collaborate as part of their education. We developed an opportunity to collaborate with an interprofessional research group. We explored the benefits/barriers of this collaboration to improve student research experiences and learning outcomes. We used a qualitative, general inductive approach for our research. We will present findings; participants will have the opportunity to consider applications to their curriculum and current teaching and research practices to enhance student outcomes and faculty productivity.

Learning Outcomes:

1. Appreciate the value in interprofessional student learning, to enhance the student experience and faculty productivity.

2. Reflect on opportunities to incorporate students from different disciplines for collaboration in research.
3. Appraise research conclusions and provide recommendations for further consideration for course/ curriculum re-design efforts.

Just Keep Swimming: Preparing Faculty to Teach Online After Crisis

Katrina S. Kardiasmenos, Bowie State University

Mariann Hawken, University of Maryland, Baltimore County

Keyword Search: Online-teaching, Professional-development, COVID-19

While natural disasters are often addressed in short-term academic continuity plans, COVID-19 has been devastatingly disruptive, on a longer-term basis, to campus communities. Two institutions leveraged Quality Matters for effective online course design to support and train faculty who found themselves thrust into online teaching this spring, but would also like to be more proactive and intentional about their future online course design and instruction. Learn how Bowie State University and University of Maryland, Baltimore County created professional development opportunities to assist faculty in their move beyond remote instruction and toward more deliberate preparation for online teaching for summer 2020, and beyond.

Learning Outcomes:

1. Model best practices in online course design to deliver training so that faculty could easily see the effectiveness of that design.
2. Develop and deliver robust content, adapting to faculty needs with agility.
3. Evaluate, reflect, and improve professional development program offerings to respond to both faculty and institutional priorities.

Boosting SoTL/DBER at the Institutional Level via Virtual Faculty Development

Jennifer Stanigar, North Carolina State University

Maria Gallardo-Williams, North Carolina State University

Keyword Search: Online Training, Educational Research, SoTL

The presentation and publication of SoTL/DBER papers are expected outcomes for teaching faculty in higher education institutions. However, most faculty members don't have prior training in this area, and therefore struggle to excel in this task. We have developed an online faculty development program to address this issue. The interdisciplinary SoTL Institute at NC State was offered online in the Summer of 2020, with 17 participants selected through a competitive process. Preliminary outcomes of the program suggest that faculty that completed the Institute requirements are on track to present educational papers by the end of the academic 20-21 academic year.

Learning Outcomes:

1. Learn strategies for promoting interdisciplinary teaching research.
2. Explore the components of an online training program for a very diverse group of faculty with varied interests

3. Share best practices for facilitating online faculty development

Building a Culture of Faculty Development: One University's Pandemic Response

Kathryn Zawisza, University of Arkansas

Donald Johnson, University of Arkansas

Keyword Search: Faculty Development, Community, Instructional Strategies

With over 40 sessions on remote/hybrid teaching offered throughout the summer, the University of Arkansas engaged over 600 members of our faculty/instructor community to enrich student learning during the pandemic. Instead of focusing only on how to use specific technology, we focused on pedagogical methods and strategies developed by our own faculty to build a sense of community and foster cross-campus collaboration. This helped faculty recognize they were not alone and have the skills to develop quality educational experiences in any modality. This was accomplished through a collaborative partnership between the university's Teaching Center, distance education department, and IT Services.

Learning Outcomes:

1. Increase community for faculty development
2. Increase partnerships across campus to leverage staff to build a stronger support unit.
3. Incorporate multiple methods to engage faculty in development activities.

PRESENTATION LISTING BY TRACK:

Instructional Strategies

Training Mental Health Clinicians Through Effective Practicum Teaching Strategies
Sinem Akay-Sullivan, Sam Houston State University

Annotation for Deep Learning
Gregory Allar, Oakland University

Friends, Students, Classmates, Lend me Your Peers: TBL Peer Evaluations!
Marie Allsopp, Purdue University

Reacting to the Past:
Effects on Student Learning and Engagement
Robert Bledsoe, Augusta University
Kailea Manning, Augusta University
Deborah Richardson, Augusta University

Cultivating Resilience in the Classroom Utilizing Gratitude and Reflective Writing
JoAnne Bullard, Rowan University

Web-based Team Teaching in Troubling Times: C'mon and Zoom!
Sean Camp, Utah State University
Susan Egbert, Utah State University

Encouraging Intrinsic Motivation with Classroom Currency
Robert Chatt, Westfield State University

Designing Text Sets for Enhanced Content Knowledge & Empathic Response
Greta Freeman, University of South Carolina Upstate
Brooke Hardin, University South Carolina Upstate

Beyond the Margins: Annotation and Re-Analysis of a Microbiome Study
Carlos C. Goller, North Carolina State University

Implementing Case-By-Collaboration Model to Enhance Critical Thinking Skills
Nicholas Grahovec, Northern Illinois University
Tyler Wood, Northern Illinois University

Using Course Preparation Assignments to Improve Student Reading and Engagement
Amanda Green, Eastern Kentucky University

PRESENTATION LISTING BY TRACK:

Instructional Strategies

Making Use of the Margins: Supporting Close Reading Skills with Hypothes.is
Meg Gregory, Webster University Washington University in St. Louis

Using One-Mode Networks: A Demonstration on Classroom Management
Eric Hogan, Georgia Southern University

Experiential Learning in the Time of COVID
Laura Hunt Trull, James Madison University

What's in Your Toolbox?
Low-Intensity Instructional Strategies that Support High Student Engagement and Active Participation
Christine Kenney, University of Michigan, Flint
Melis Sreckovic, University of Michigan, Flint
Eric A. Common, University of Michigan, Flint

Lessons when Students Choose from a Diverse Pool of Scientists for an Assignment
Erica Kosal, North Carolina State University

Extensive Use of Guest Lecturers for Enhanced Learner Engagement
Iske Larkin, College of Veterinary Medicine/ University of Florida
Danielle Collins, College of Veterinary Medicine, University of Florida
Heather Maness, University of Florida

Promoting Team-Based Learning Using Virtual Interprofessional Collaboration and Pedagogy
Denise Ludwig, Grand Valley State University
Janna Pacey, Grand Valley State University
Srihimaja Nandamudi, Grand Valley State University
Kelly Machnik, Grand Valley State University

Students Create Educational Products to Enhance Climate Change Literacy
Megan Lupek, North Carolina State University

Service-Learning at Your Seat: Maximizing Community Engagement while Minimizing Student Stress
Mary Marshall, California State University Long Beach

PRESENTATION LISTING BY TRACK:

Instructional Strategies

Low-Stakes Creative Thinking Activities in Support of High-Stakes Writing Assignments

Christin Phelps, North Carolina State University

Jamie Larsen, North Carolina State University

Melanie Graham, North Carolina State University

Improving Communication Skills in Healthcare Provider Education

Martina Reinhold, Grand Valley State University

Allison Metz, Grand Valley State University

Sherri Fannon, Grand Valley State University

Molly Paulson, Grand Valley State University

Paul Christensen, Grand Valley State University

Strategies for Engaging Students in Real-time Remote Learning Sessions

Carolyn Samuel, McGill University

Angela Guadagno, McGill University

Mariela Tovar, McGill University

Supporting Self-Regulated Learning: Teaching Effective Learning Strategies

Brian C. Smith, JD PhD

Sal Meyers, Simpson College

The NeXt Classroom: Active Teaching Strategies

Rebecca Toothaker, Bloomsburg University

Pamela Cook, Bloomsburg University

Embracing Storytelling as a High Impact Educational Practice

Corrie Whitmore, University of Alaska, Anchorage

Leveraging Curiosity, Sociality, and Authenticity to Create Impactful, Student-Led Discussion

Ian Wolf, Fayetteville Technical Community College

Training Mental Health Clinicians Through Effective Practicum Teaching Strategies

Sinem Akay-Sullivan, Sam Houston State University

Keyword Search: Mental Health Care Professional, Practicum, Effective Teaching Strategies

Gaining a master's degree is the minimum requirement to become a mental health care professional such as counselor, social worker, and psychologist. Most programs include a practicum class in their curriculum to provide hands-on experiences under close supervision. Although this is an important first-step towards good clinical skills, teaching effectiveness in practicum courses is an overlooked topic. This presentation will include results of a survey and interviews to discuss the challenges of practicum classes and effective teaching strategies. The presenters will discuss how the results from counseling students can apply to other disciplines such as social work and psychology.

Learning Outcomes:

1. Understand the challenges related to providing hands-on clinical experiences for students for the first time as mental health professionals-in-training.
2. Learn about practicum student experiences in a counseling program through the results of a survey and interviews.
3. Gain knowledge in best teaching practices to help mental health professionals-in-training to become prepared for their future work with clients.

Annotation for Deep Learning

Gregory Allar, Oakland University

Keyword Search: Deep Learning Positive Learning Environment, Unconditional Positive Regard

For many students comprehending a complex text is a challenge. Research shows that one retains more when actively engaging and interacting with texts, as opposed to simply reading and re-reading without a clear purpose. Effective strategies engage the brain and force it to interact with the text before, during and after reading. Hypothes.is is an annotation application that instructors can use to enhance reading comprehension of digital materials, materials published on the web, for students and promote "deep learning".

Learning Outcomes:

1. Develop annotation strategies to enhance reading comprehension.
2. Plan activities that engage and motivate student learning.
3. Design annotation strategies to promote "deep learning".

"Covidly" So - Pandemic Perspectives of Pupils and a Professor

Marie Allsopp, Purdue University

Keyword Search: Pandemic, Reflections, Lessons Learned

Recently, there have been a growing number of scholarly articles, in which professors have pondered on pandemic pedagogies in the wake of the public health crisis. This presentation describes differences between student and instructor perceptions and preferences during the pandemic. It also highlights how an awareness and understanding of diversity of viewpoints can contribute to the tailoring of pedagogical practices to promote progress.

Learning Outcomes:

1. State two (2) perspectives held by undergraduate students toward the pandemic.
2. Describe two (2) ways that the views of faculty differed from students with respect to pandemic pedagogy.
3. Explain two (2) lessons learned in response to student perceptions that professors can integrate into teaching in the “new normal”.

Friends, Students, Classmates, Lend me Your Peers: TBL Peer Evaluations!

Marie Allsopp, Purdue University

Keyword Search: Team-Based Learning, Peer Feedback, Student Accountability

One of the hallmarks of team-based learning, a theoretically sound and evidenced-based pedagogy, is the importance of student accountability. The implementation of peer evaluation enables students to offer feedback to their teammates on “individual performance”, “team performance”, and overall “contribution to the team.” Ideally, the peer evaluation process should include quantitative and qualitative measures to ensure comprehensive evaluation. One of the primary goals of team-based learning is to assist students in offering significant and beneficial feedback. A thematic analysis of peer-evaluations from a spring 2020 undergraduate course revealed that recommendations included pre-class preparation, limiting multitasking, and being more vocal.

Learning Outcomes:

1. State three lessons learned from implementing peer-evaluation feedback into a team-based learning course for the first time.
2. List two benefits to students of conducting peer-evaluation in a team-based learning course.
3. Explain two benefits to faculty of conducting peer-evaluation in a team-based learning course.

8 Ways to Promote Active Learning in Synchronous Online Classrooms

Lisa Bergson, Bridgewater State University

Keyword Search: Active Learning, Instructional Strategies, Student Engagement

Instructors often find it challenging to engage students and promote active learning in synchronous online classrooms. Many students feel isolated, disconnected or struggle with online learning. Synchronous online courses that incorporate active learning can combat this and enhance student learning. In this interactive session, participants will learn about and experience firsthand eight proven ways to promote active learning in a synchronous online environment.

Participants will learn how to build community, engage students, and discover innovative ways they can incorporate active learning strategies in their online synchronous classrooms to enhance learning and promote student engagement.

Learning Outcomes:

1. Explain several active learning strategies that provide greater student engagement and enhanced learning in synchronous online classrooms.
2. Identify ways to incorporate one or more active learning strategies into their own courses.
3. Create more engaging synchronous online courses by incorporating these eight active learning strategies into their courses.

Reacting to the Past: Effects on Student Learning and Engagement

Robert Bledsoe, Augusta University

Kailea Manning, Augusta University

Deborah Richardson, Augusta University

Keyword Search: RTTP, Active Learning, Student Engagement

Reacting to the Past (RTTP) is an active-learning pedagogy utilizing elaborate role-playing games. Research suggests that it produces improvement in a variety of academic and social outcomes. This study examined the effect of RTTP on perceived student learning and engagement. Students participating in the RTTP experience showed significant increases in learning and engagement when compared to students in similar courses that did not include RTTP. The presentation will report the findings and consider pedagogical consequences of the study's findings on specific aspects of student learning and engagement.

Learning Outcome:

1. Describe RTTP as a unique active learning pedagogy.
2. Understand the value of RTTP in promoting engaged learning.
3. Describe potential interventions to improve student engagement.

Cultivating Resilience in the Classroom Utilizing Gratitude and Reflective Writing

JoAnne Bullard, Rowan University

Keyword Search: Resilience and Gratitude, Classroom Engagement, College Student Well-Being

As stressors of college tend to be heightened, it is important for students to be prepared to apply coping strategies to enhance their personal and academic well-being. This presentation will address the benefits of cultivating gratitude and implementing reflective writing practices for college students in traditional and online learning environments. Learning to effectively utilize these strategies could assist with enhancing self-awareness and mindfulness practices of students, leading them to become more efficient with self-regulation and resiliency (Dyson & Renk, 2006; Dvořáková, Greenberg, & Roeser, 2019). Active learning strategies that can be applied in the classroom will be provided.

Learning Outcomes:

1. Understand the benefits of reflective writing and ideas for practical applications.
2. Develop strategies to enhance course delivery by incorporating self-awareness practices in classroom settings.
3. Learn strategies to enhance overall well-being for college students.

Web-based Team Teaching in Troubling Times: C'mon and Zoom!

Sean Camp, Utah State University

Susan Egbert, Utah State University

Keyword search: Team Teaching, Zoom; Web-Broadcast

Present pandemic-related circumstances have created unique challenges for educators and students alike. Team teaching and collaborative course design can effectively mitigate feelings of isolation and disconnection, and enhance student engagement within a web-broadcast education context. This interactive zoom-based presentation illustrates and models practical strategies for utilizing team teaching methodology through delivery platforms such as Zoom. Content and discussion focus on student participation and active learning, curriculum- and technology-related issues, and challenges inherent in synchronous web-based course delivery.

Learning Outcomes:

1. Identify framework, benefits, and challenges of team teaching in a synchronous web-broadcast platform.
2. Recognize strategies for planning, preparing, and delivering team-taught, web-broadcast instruction.
3. Apply strategies for engaging students and mitigating isolation and disconnection in a web-broadcast format.

Encouraging Intrinsic Motivation with Classroom Currency

Robert Chatt, Westfield State University

Keyword Search: Classroom Currency, Student Motivation, Finance Course

During the Spring 2020 semester, classroom currency was introduced into a senior-level Corporate Finance course as a means of motivating student participation and engagement in course material. The preliminary results suggest that this technique is effective and that students are receptive to it. Students reported a 21.5% increase in the number of times they participated in class on average and 94.4% of students indicated that the integration of currency increased the likelihood that they would attend class. Students also reported being satisfied with classroom currency as a pedagogical tool, assigning it a satisfaction score of 7.4/10.

Learning Outcomes:

1. Identify the motivational impact of classroom currency.
2. Integrate classroom currency into existing course structures.
3. Develop individual lessons based on classroom currency.

Designing Text Sets for Enhanced Content Knowledge & Empathic Response

Greta Freeman, University of South Carolina Upstate

Brooke Hardin, University South Carolina Upstate

Keyword Search: Text Sets, Reading Comprehension

In this session, participants will be introduced to instructional practices for designing interdisciplinary and multi-genre text sets around a central anchor text. Participants will explore the use of text sets as a means to extend content knowledge, deepen comprehension, and augment empathic responses. Participants will leave with a greater knowledge of the concept and background of text sets, sample text sets for immediate use in the classroom, and skills to create text sets for the Elementary and/or Middle- level classroom.

Learning Outcomes:

1. Identify a text set framework that allows them to identify texts and plan instruction that meets disciplinary goals while also bolstering comprehension through increased background knowledge and content learning and supporting empathic response.
2. Create their own text sets for their classrooms.
3. Share their knowledge of text sets and text set creation based on a review of the literature and understanding of the concept.

Beyond the Margins: Annotation and Re-Analysis of a Microbiome Study

Carlos C. Goller, North Carolina State University

Keyword Search: Case Studies, Inclusion, Discussions

Sequencing-based studies of microbial communities are widely used in research, but student understanding of these approaches is often superficial. We provided undergraduate and graduate students a structured lesson that includes critical reading and annotation of a microbiome study, reanalysis of the data using a cloud-based pipeline, and a quiz to assess student understanding of choices in analysis. We encourage students to replicate the study and reflect on the degree to which the study design considered inclusion. We discuss our approach and findings in the context of using the Hypothes.is collaborative annotation tool to kindle important conversations.

Learning Outcomes:

1. Explain the use of web-based tools to engage students in online conversations about primary literature
2. Provide examples of prompts to encourage critical and reflective discussions about the limitations and societal implications of microbiome studies.
3. Evaluate strategies for incorporating uncomfortable conversations about research study design in ways that encourage discussion.

Implementing Case-By-Collaboration Model to Enhance Critical Thinking Skills

Nicholas Grahovec, Northern Illinois University

Tyler Wood, Northern Illinois University

Keyword Search: Critical Thinking, Case-by-Collaboration, Instructional Strategy

Critical thinking, complex reasoning, and writing are pillars in American higher education, but up to 45% of students report no significant gains in these areas. As the need to assess these pillars grows, there is an increasing need for assessments to encapsulate the nature of one or more of these pillars. The Case-by-Collaboration (CBC) model, applicable to any discipline, is designed to assess each of the pillars of higher education, building on foundational knowledge and applying it to a case study. This presentation chronicles the implementation and assessment of a CBC conducted in the discipline of Athletic Training.

Learning Outcomes:

1. Describe the key components of the Case-By-Collaboration Model.
2. Construct Case-By-Collaboration activities to promote critical thinking.
3. Implement Case-By-Collaboration as a student learning tool.

Using Course Preparation Assignments to Improve Student Reading and Engagement

Amanda Green, Eastern Kentucky University

Keyword search: Course Preparation Assignment, Critical Reading Strategies, Active Learning

How can we improve student's reading techniques and engagement? Course Preparation Assignments (CPAs), low-stakes writing assignments based on the readings, encourage and model critical reading strategies as students read for comprehension, application and evaluation of the material. They also prepare students for class discussion, both in-person and online. This presentation will provide results from a year-long study of the impact of CPAs on student reading and preparation in Introduction to Cultural Anthropology courses, both in-person and online. The basic structure and sample materials will be provided, and participants will craft their first CPA assignment with feedback from conference peers.

Learning Outcomes:

1. Describe the structure, purpose and benefits of Course Preparation Assignments
2. Design their own Course Preparation Assignments
3. Understand how to use CPAs to increase engagement in their in-person and online courses

Making Use of the Margins: Supporting Close Reading Skills with Hypothesis

Meg Gregory, Webster University and Washington University in St. Louis

Keyword Search: Social Annotation, Reading Practices, Collaborative Learning

Faculty are often frustrated with the lack of care with which students approach their assigned readings. Students may read, but may not remember the nuances of that reading foundational for deep discussion. This presentation describes how I respond to that challenge through utilizing Hypothes.is, a social annotation tool, through which students can annotate a text and make use of the digital margins. Relying on examples from my lower-level literature course, I'll discuss how the tool can be used to support student engagement online, promote collaborative knowledge building, and foster the development of close reading practices for students across the disciplines.

Learning Outcomes:

1. Understand the potential benefits of collaborative annotation for student learners
2. Recognize a number of different ways to utilize social annotation in instruction.
3. Describe how they might incorporate use of Hypothesis or a similar tool in their own teaching.

Using One-Mode Networks: A Demonstration on Classroom Management

Eric Hogan, Georgia Southern University

Keyword Search: Social Network Analysis, One-Mode-Data, Classroom Management

Utilizing social network analysis, this presentation focuses on how knowing connections between people can potentially improve classroom management. Specifically, this presentation discusses one-mode data (person-to-person networks). The presentation will aim to teach audience members how to use one-mode social network data. It will also portray and discuss how previous classrooms used this type of data in support of classroom management.

Learning Outcomes:

1. Compile One-mode networks
2. See how social networks can be used in support of classroom management
3. Create sociograms to better portray data

Experiential Learning in the Time of COVID

Laura Hunt Trull, James Madison University

Keyword Search: Experiential Learning, Community Engagement, Hybrid Instruction

This presentation will review the National Society for Experiential Education's (NSEE) Principles of Good Practice and discuss how to incorporate them into courses with a service-learning component during a pandemic. These principles, intention, authenticity, planning, clarity, monitoring and assessment, reflection, evaluation, and acknowledgment, are best practice components of experiential

learning, but look different when operationalized in the times of COVID. Strategies for modification and examples of implementation will be shared.

Learning Outcomes:

1. Identify the NSEE Principles of Good Practice and discuss modifications for successful implementation during a pandemic.
2. Discuss examples of ways the NSEE Principles were incorporated in a quick pivot to online instruction, as well as how they were intentionally planned into hybrid instruction during COVID.

Lessons When Students Choose from a Diverse Pool of Scientists for an Assignment

Erica Kosal, North Carolina State University

Keyword Search: Diversity, Scientist Exploration

College freshmen explored modern day scientists to learn more about their career paths, hurdles encountered, and research pursued. Guidelines to finding scientists were provided and an additional list of scientists were provided in the event students needed inspiration. This list contained men and women of different races and ethnicities as well as their research area. After writing a short report on what they learned, students filled out a survey on their reasons for choosing the scientist they did as well as offer opinions on the assignment itself. Results will be discussed.

Learning Outcomes:

1. Consider if diversity and inclusion influences student choice.
2. Apply what they learned to developing their own assignment
3. Use practical activities in the classroom with their students.

Extensive Use of Guest Lecturers for Enhanced Learner Engagement

Iske Larkin, College of Veterinary Medicine/ University of Florida

Danielle Collins, College of Veterinary Medicine, University of Florida

Heather Maness, University of Florida

Keyword Search: Guest Lecture, Student Engagement, Learner Satisfaction

Three online courses have successfully used a team-taught format, including 22-30 guest lecturers. Emphasis was placed on introducing students to experts, facilitating networking within the relatively small, but growing field of aquatic animal health, while also covering complex topics. Each course concluded with a Likes/Dislikes open discussion board prompt for student feedback and were analyzed for comments relating to guest lectures. The majority of comments were positive ($n=269/280$) and three themes emerged: 1) Valued learning from experts in the field, 2) Stimulated by lecturer diversity, and 3) Struggled with lack of lecture style continuity, which represented a very small percentage.

Learning Outcomes:

1. Assess the applicability of using extensive lecturer participation within their own courses.

2. Evaluate the effectiveness of this strategy to enhance student engagement with the topics.
3. Discuss the level of student learner satisfaction.

Promoting Team-Based Learning Using Virtual Interprofessional Collaboration and Pedagogy

Denise Ludwig, Grand Valley State University

Janna Pacey, Grand Valley State University

Srihimaja Nandamudi, Grand Valley State University

Kelly Machnik, Grand Valley State University

Keyword Search: Virtual Learning, Team-based Learning, Interprofessional Collaboration

Remote learning is expected to be a new standard method of instructional delivery option in future. Active team-based learning between students of different healthcare disciplines is always challenging to incorporate into the classroom as students have limited opportunities to develop understanding of the roles and responsibilities of other professions and for team communication for patient-centered care. The virtual simulation included 411 students representing fourteen disciplines with fifteen educators. Small group discussions enhanced student participation and engagement for identification of tenets of interprofessional collaborative practice focused on social determinants of health. Learning outcomes were discussed based on a post-analysis of learner data.

Learning Outcomes:

1. Introduce team-based learning to improve learners' experience by sharing their approach to problem solving and decision making in a virtual platform.
2. Implement learning strategies to practice peer learning and engagement methods using a virtual interprofessional collaboration.
3. Incorporate team-based simulation to develop confidence in interprofessional communication skills using virtual learning methods.

Students Create Educational Products to Enhance Climate Change Literacy

Megan Lupek, North Carolina State University

Keyword Search: Climate Change; Active Learning; Environmental Literacy

This study highlights a project assigned to a large enrollment, distance education section of Intro to Environmental Science. The project asks students to 1) choose an audience to teach about climate change and 2) create an appropriate educational product (ex. The audience could be elementary school students and the product could be an illustrated children's book). This study will describe the types of projects submitted by students, highlight the content analysis of the reflection questions submitted with the assignment, and discuss student learning outcomes.

Learning Outcomes:

1. Describe the climate change project assigned in class.

2. Describe the student learning outcomes of the project.
3. Determine whether this project is appropriate for their courses.

Service-Learning at Your Seat: Maximizing Community Engagement while Minimizing Student Stress

Mary Marshall, California State University Long Beach

Keyword Search: Student Stress, Community Connection, Instructional Strategies

Service-learning provides students an opportunity to meet course objectives while engaging in the community. These real-world experiences can elevate learning in a way students will remember. However, the traditional model that requires students to complete hours at sites off campus can be challenging. Major challenges such as transportation, costs, and time can hinder the enjoyment and learning outcomes students experience. One undergraduate Gerontology course engaged in “service-learning from your seat”, where the community experience was brought into the classroom to alleviate these challenges. In Spring 2019, the class curated the entire issue of a local free magazine for older adults. In Spring 2020, the class created educational newsletter articles for caregivers and clients of a local senior support organization. To alleviate the stresses of transportation, cost, and time, groups interviewed experts on campus, and class time was allotted for this project. Student quotes about the Spring 2019 and Spring 2020 experience will be shared. Strategies for this type of Service-Learning in times of socially distancing will also be discussed.

Learning Outcomes:

1. Explain what service-learning is and its value in the classroom.
2. Explain how it can enhance learning outcomes with specific examples.
3. Know how to approach a community partner with ideas for “service-learning at your seat” and how to add low-stakes service-learning to their course.

Low-Stakes Creative Thinking Activities in Support of High-Stakes Writing Assignments

Christin Phelps, North Carolina State University

Jamie Larsen, North Carolina State University

Melanie Graham, North Carolina State University

Keyword Search: Scaffolding, Critical Thinking, Student Engagement

Four faculty members conducted a study to test our hypothesis that low-stakes, creative thinking assignments improve student success on high-stakes critical thinking projects. Initial results indicate that student resistance decreases and success with overall project outcomes increases when creative opportunities are introduced in the planning stage of the writing process. Furthermore, invoking creative thinking leads students to a broader understanding of learned skills as well as applications of those skills. We will show one way instructors across disciplines can specifically address and build creative thinking in student learning on writing assignments, and the importance of doing so.

Learning Outcomes:

1. Scaffold assignments to improve learning outcomes.
2. Increase creative and critical thinking opportunities for students.
3. Identify the importance of creative thinking opportunities.

Improving Communication Skills in Healthcare Provider Education

Martina Reinhold, Grand Valley State University

Allison Metz, Grand Valley State University

Sherri Fannon, Grand Valley State University

Molly Paulson, Grand Valley State University

Paul Christensen, Grand Valley State University

Keyword Search: Communication Skill Training, Interview Simulation, Simulations Employing Actors

Training student providers in the art of communication is mostly passive and assumed to occur by observing mentors in clinical rotations. This learning can be highly variable depending on the skill and training of clinical mentors. A more intentional approach to teaching these skills is needed. Simulation facilitates learning in a safe environment with observation and feedback. This presentation describes the partnership between several programs at GVSU (Physician Assistant (PA), Theater Program, Kirkhof College of Nursing, and Simulation Center) in a new approach to instruct health profession students in the art of high-stakes emotional conversations using simulation with trained actors.

Learning Outcomes:

1. Be aware of the need to have a more intentional approach to teaching high stakes emotional conversations to health care providers.
2. Be familiar with the VITALtalk model of instructing students and trainees in the art of communicating serious news.
3. Learn one method on how to incorporate training of students in the art of difficult conversations into the curriculum.

Strategies for Engaging Students in Real-time Remote Learning Sessions

Carolyn Samuel, McGill University

Angela Guadagno, McGill University

Mariela Tovar, McGill University

Keyword Search: Synchronous, Community of Inquiry, Student Engagement

The COVID-19-imposed shift to remote teaching has left many instructors feeling at sea about how to connect with students and engage them in learning. Our CTL developed templates to illustrate how on-campus classes can be adapted to Zoom sessions. These templates, inspired by the University of Minnesota, illustrate various interaction types and instructional strategies that reflect the core elements and categories of the Community of Inquiry framework (Garrison, Anderson & Archer, 2000) for supporting students in computer-mediated learning environments. Participants will see these strategies in action and leave with concrete ideas for planning synchronous classes.

Learning Outcomes:

1. Be able to describe a framework for planning strategies to engage students in learning.
2. Have experienced the implementation of an example of the framework.

3. Be able to implement concrete ideas for planning synchronous sessions.

Supporting Self-Regulated Learning: Teaching Effective Learning Strategies

Brian Smith, formerly Graceland University

Sal Meyers, Simpson College

Keyword Search: Learning Strategies; Self-Regulated Learning

Our institutions seek to create life-long learners, yet students typically employ poor learning strategies (e.g., rote rehearsal). How do we help students use effective learning strategies? McDaniel and Einstein (2020) offer a 4-step theoretical framework to answer this question. Students are more likely to apply useful learning strategies (e.g., distributed practice; testing; constructing self-explanations) only when they understand a strategy (Knowledge), experience its benefits (Belief), appreciate its value (Commitment), and think through how they will use the strategy (Planning). Participants will leave with a formative Knowledge, Belief, Commitment and Planning framework to apply to their own curricula.

Learning Outcomes:

1. Apply the knowledge, belief, commitment, and planning framework to a course or curriculum.
2. Share others' ideas/practices to help students understand effective learning strategies, believe those strategies will be useful for them, be committed to using those strategies, and plan on when, where and how they will use the strategies.
3. Help colleagues and students value the Knowledge, Belief, Commitment and Planning framework.

The NeXt Classroom: Active Teaching Strategies

Rebecca Toothaker, Bloomsburg University

Pamela Cook, Bloomsburg University

Keyword Search: NeXt Generation, Active Teaching Strategies, Higher Education

The NeXt Generation (NGN) students have arrived in the college setting and present unique challenges to educators. This generation presents with noticeable differences such as shortened attention span, increased development of visual forms of learning, an expectation of instant results and constant feedback. Traditional teaching strategies are valuable, but may no longer be adequate to meet the demands of the NGN or improve student outcomes (Caputi, 2019). Identifying innovative teaching approaches to address students' generational diversity is important for maximizing retention and progression. An exploration of innovative teaching strategies such as the one-minute paper, reflective journaling, unfolding case studies and game-based learning platforms will be explored throughout this presentation.

Learning Outcomes:

1. Discuss the NeXt generation students learning characteristics

2. Identify active teaching strategies to employ in the classroom setting
3. Apply active teaching strategies in the classroom to actively engage NeXt generation students.

Embracing Storytelling as a High Impact Educational Practice

Corrie Whitmore University of Alaska, Anchorage

Keyword Search: Storytelling, Course Design, Indigenous Pedagogy

Storytelling is a “knowledge-making” activity that transcends culture (Moore, 2013, p. 65). For more than 10,000 years humans have used vivid stories to pass knowledge from Elders to students. Although some modern academics see their discipline as divorced from narrative, it’s worth explicitly revisiting storytelling as a pedagogical tool. In this presentation, I share how an explicit storytelling framework transformed a dry health policy class into a life-changing course for students and my favorite class to teach, with the goal of inspiring similar redesigns for other courses and helping colleagues understand how story’s utility as a teaching tool transcends discipline.

Learning Outcomes:

1. Describe what makes storytelling a key educational tool
2. Identify one potential use of storytelling in their discipline
3. Connect with others interested in bringing story into their classrooms

PRESENTATION LISTING

BY TRACK:

Open Resources & Curating Content

Creating Virtual Engagement Using Padlet in the Time of COVID-19

Martha Brown, North Carolina State University
Kimberly Bush, North Carolina State University

A Method for Getting Real-Time Feedback During Synchronous On-line Teaching

Julie Campbell, Illinois State University

Three Simple Tools/Strategies for Promoting Collaboration in Online Learning

Romena Holbert, Wright State University

Enhancing the Teaching of Science Communication Skills Using FlipGrid

Ami Johanson, Aurora University

Technology, Teaching, and Transformation:

A Critical Analysis of Student Engagement Using Nearpod

Daniel Mallinson, Pennsylvania State University, Harrisburg
Laura Cruz, Schreyer Institute of Teaching Excellence
William Illingworth, Pennsylvania State University, Harrisburg

Faculties' and Students' Perspectives:

Open Educational Resource/Inclusive Assess Resources

Molly Marnella, Bloomsburg University
Cherie Roberts, Bloomsburg University

Use of a Free Web-Based Analytics Software in an Online Data Management for Business Course

Scott Mehall, Bloomsburg University
Edward Keller, Bloomsburg University

Now Is the Time to Embrace Mobile Learning

Christina Moore, Oakland University

FlipGrid and Padlet Facilitate Equitable Innovative Teaching in COVID-19

María Ortiz, University of Cincinnati - UC Blue Ash College
Annette Redmon, University of Cincinnati - UC Blue Ash College

Creating Virtual Engagement Using Padlet in the Time of COVID-19

Martha Brown, North Carolina State University

Kimberly Bush, North Carolina State University

Keyword search: Padlet, Student Engagement, Virtual Learning

During a global pandemic, practitioners have had to abandon traditional teaching methods and find creative ways to reach their students. Using Padlet for Sport Administration has provided meaningful engagement opportunities for the students and the instructor while applying concepts of leadership to current events within the sport landscape. Utilizing Padlet allows students to drive the discussion, and anonymity provides an outlet for all students, including those who would typically remain quiet in class. The purpose of this session is to introduce the platform Padlet and provide examples of the positive learning environment it provided for the instructor and students.

Lesson Outcomes:

1. Articulate an understanding of the platform Padlet.
2. Provide two examples of how the participant could use Padlet in their learning environment.
3. List two benefits of utilizing Padlet.

A Method for Getting Real-Time Feedback During Synchronous On-line Teaching

Julie Campbell, Illinois State University

Keyword Search: Nearpod, Student Feedback, Online Teaching

This session will introduce the learning platform, Nearpod, and how it can be used to solicit feedback from students while teaching remotely via Zoom. Instructors who are teaching synchronously online may find a lack of feedback from students. Often, there is not even facial feedback if cameras are off. An online teaching platform allows students to remotely participate in lecture by responding to live prompts. An introduction to Nearpod and examples from college courses will be shown. Using their own devices, participants will participate in a lesson using Nearpod. The session will provide information for using Nearpod across all disciplines.

Learning Outcomes:

1. Use an online teaching platform while using Zoom to lecture
2. Create a lesson in Nearpod
3. Solicit feedback from students using multiple interactive activities

Three Simple Tools/Strategies for Promoting Collaboration in Online Learning

Romena Holbert; Wright State University

Keyword Search: Pedagogy, Community, GoogleDocs

Attend this engaging and interactive session to: - Use provided Google Doc Templates to support students in organizing themselves into groups that are likely to be successful based on thoughtful, research-based criteria associated

with effective collaboration - Explore approaches to polling that support collaboration and community, facilitate interaction within and among groups, and gather student feedback regarding instructional decisions - Access a framework for the effective design of collaborative breakout group activities that build on information gained through the google doc template and poll information to respond to student learning needs

Learning Outcomes:

1. Use provided Google Doc Templates to support students in organizing themselves into groups that are likely to be successful based on thoughtful, research-based criteria associated with effective collaboration.
2. Explore approaches to polling that support collaboration and community, facilitate interaction within and among groups, and gather student feedback regarding instructional decisions.
3. Access a framework for the effective design of collaborative breakout group activities that build on information gained through the google doc template and poll information to respond to student learning needs.

Enhancing the Teaching of Science Communication Skills Using FlipGrid

Ami Johanson, Aurora University

Keyword Search: Communication, Science, FlipGrid

Communicating science is an important skill that science majors need to learn. These skills have often been relegated to junior or senior-level seminar courses, as core science courses are often very large and much of the time is devoted to content that must be covered. To effectively learn communication skills students must present, receive feedback, and then incorporate the feedback into their presentation. FlipGrid offers a method to do this even in large courses. In this presentation, I will show how FlipGrid and the 3-Minute Slide technique can be used to teach science communication skills.

Learning Outcomes:

1. Incorporate presentation skills into science courses.
2. Use the 3-minute slide technique to teach science communication.
3. Effectively use the FlipGrid program in their classes.

Technology, Teaching & Transformation: A Critical Analysis of Student Engagement using Nearpod

Daniel Mallinson, Pennsylvania State University, Harrisburg

Laura Cruz, Schreyer Institute of Teaching Excellence

William Illingworth, Pennsylvania State University, Harrisburg

Keyword Search: Student Engagement, Technology, Intentional Design

In 2019, our campus adopted Nearpod, a classroom engagement tool. Sixteen faculty of all ranks and disciplines adopted it and nine of those participated in our study of student engagement, as measured through changes in cognitive, behavioral, and affective outcomes. This session demonstrates how Nearpod can be used to enhance student engagement, including hands-on activities for

participants. These interactive examples will be followed by the results of our study, which suggest that technology alone does not enhance engagement, but technology combined with intentional design can be transformative. This will also allow us to discuss the question of what constitutes engagement.

Learning Outcomes:

1. Use Nearpod, a classroom engagement tool, and consider how to apply it in their own classroom.
2. Critically evaluate the relationship between student engagement and technology
3. Assess the results of the study and its implications for your own teaching practice.

Faculties' & Students' Perspectives: Open Educational Resources/Inclusive Assess Resources

Molly Marnella, Bloomsburg University

Cherie Roberts, Bloomsburg University

Keyword Search: Open Educational Resources, Inclusive Access

This presentation will share student survey data from eight courses using Open Educational Resources (OER) and Inclusive Access to determine students' views of these resources. As first-time faculty users of OER/Inclusive Access materials, we were curious to learn students' perspectives on the use of these resources.

Students were surveyed about the online source in order to determine future use. Faculty member's views of these resources will be addressed as well.

Learning Outcomes:

1. Have insights to Open Educational Resources (OER) and Inclusive Access from the students' perspectives.
2. Have insights to Open Educational Resources (OER) and Inclusive Access from the faculties' perspectives.
3. Understand the difference between Open Educational Resources (OER) and Inclusive Access in courses.

Use of a Free Web-Based Analytics Software in an Online Data Management for Business Course

Scott Mehall, Bloomsburg University

Edward Keller, Bloomsburg University

Keyword Search: Data Analytics, Data Visualization, Open Software

This presentation explores the use of SAS Viya, a web-based analytics software program available for free to students, in an online Data Management for Business graduate course at Bloomsburg University. The presentation will discuss two separate applications – one for Masters of Information Technology students well-versed in IT and analytics, and one for Masters of Accountancy students who are less experienced in this space. Through the use of tutorials, free certification courses, and faculty created/adapted assignments, students are able to take a hands-on approach to using an analytics platform with robust features. Student perceptions of SAS Viya are discussed.

Learning Outcomes:

1. Understand how a freely available software product can be used to

teach data visualization.

2. Differentiate how novices learn data visualization and analytics compared to more experienced students.
3. Highlight student perceptions of the use, benefits, and drawbacks of this software tool for their professional careers.

Now Is the Time to Embrace Mobile Learning

Christina Moore, Oakland University

Keyword Search: Mobile Learning, Access

When college students have to choose between owning a smartphone or laptop, they often choose a smartphone as it meets more of their crucial life tasks (Tobin & Behling, 2018). Mobile learning can not only extend learning, but also increase the creativity, relevance, and inclusion of our courses. With strategic use of mobile-friendly documents, the LMS app, and one or two other apps, we can greatly increase students access and opportunities to engage in important learning activities that complement deeper learning. Participants will identify first steps toward making course learning and participation possible on the go.

Learning Outcomes:

1. Reflect on their own mobile learning practices and opportunities.
2. Evaluate their course materials for mobile access.
3. Identify learning activities, tools, and practices that may increase mobile learning opportunities.

FlipGrid & Padlet Facilitate Equitable Innovative Teaching in COVID-19

María Ortiz, University of Cincinnati - UC Blue Ash College

Annette Redmon, University of Cincinnati - UC Blue Ash College

Keyword Search: Technology, Online, Equity

Innovative teaching and active learning promote student engagement. COVID-19 afforded not only challenges but opportunities to utilize technology to create a virtual learning environment where students could interact with classmates. During the pandemic, the presenters' use of Flipgrid and Padlet transformed previous supplemental activities to fundamental application tools to facilitate student engagement by maintaining and strengthening student contact and community during asynchronous activities. The presenters will share examples of Flipgrid and Padlet assignments and suggestions of how these transformative tools can be integrated across disciplines and can also advance equity, thereby enriching the virtual classroom experience.

Learning Outcomes:

1. Identify, compare and contrast technologies implemented for creating and supporting community in an online learning setting.
2. Prioritize and design for equitable pedagogical practices in various subject areas.
3. Adapt, develop and facilitate innovative learning activities for an engaged online learner.

PRESENTATION LISTING

BY TRACK: Resiliency

"Covidly" So - Pandemic Perspectives of Pupils and a Professor
Marie Allsopp, Purdue University

Impacts of Remote Work on Instructors:
Feeling the Burn
Kristen Conte, Baker College

Mindfulness-Based Strategies for Improving the Teaching and Learning Experience
Leslie Cizmas, Texas A&M University

Caring for Self While Serving Students:
Trauma Stewardship for Educators
Susan Egbert, Utah State University
Sean Camp, Utah State University

Self-care Tips to Teaching Online During the Year of Pandemics
Angie Smith, North Carolina State University
Kimberly Allen, North Carolina State University

Burning Bright Instead of Burning Out
Ingrid Steiner, University of Southern California

Using Sandtray Expressive Arts to Facilitate Applied Learning
Jeffrey M. Sullivan, Sam Houston State University

"Covidly" So - Pandemic Perspectives of Pupils and a Professor

Marie Allsopp, Purdue University

Keyword Search: Pandemic, Reflections, Lessons Learned

Recently, there have been a growing number of scholarly articles, in which professors have pondered on pandemic pedagogies in the wake of the public health crisis. This presentation describes differences between student and instructor perceptions and preferences during the pandemic. It also highlights how an awareness and understanding of diversity of viewpoints can contribute to the tailoring of pedagogical practices to promote progress.

Learning Outcomes:

1. State two perspectives held by undergraduate students toward the pandemic.
2. Describe two ways that the views of faculty differed from students with respect to pandemic pedagogy.
3. Explain two lessons learned in response to student perceptions that professors can integrate into teaching in the "new normal".

Impacts of Remote Work on Instructors: Feeling the Burn

Kristen Conte, Baker College

Keyword Search: Virtual, Efficiency, Self-Care

Achieving work-life balance for working parents has been a long-cited challenge, but during an era of major disruption when work has become home and home has become work, navigating a dissonant symbiosis in search of equilibrium becomes increasingly crucial for mental health, as the likelihood of experiencing burn-out increases. Join me for a dynamic discussion on how we can combat the burn!

Learning Outcomes:

1. Understand the impact of remote work on themselves, as well as the family unit.
2. Identify ways to support one another during times of disruption.
3. Develop strategies and techniques to better work with managers and supervisor in order to thrive in a remote work setting.

Mindfulness-Based Strategies for Improving the Teaching and Learning Experience

Leslie Cizmas, Texas A&M University

Keyword Search: Mindfulness, Stress Reduction, Stress Management

The practice of mindfulness has been gaining popularity in recent years to manage stress and improve well-being in our increasingly complex world. This session will discuss recent research on the benefits of mindfulness, and will introduce mindfulness-based strategies. Participants will engage in several short mindfulness exercises that are designed to reduce stress and improve well-being. The increasing variety of mindfulness resources on university campuses will be explored, including specific resources available online that can be used to enhance teaching and learning. Participants will be able to post comments to the discussion board about the most promising resources.

Learning Outcomes:

1. Specify how mindfulness activities can benefit students and faculty.
2. Engage students in mindfulness strategies to improve student outcomes
3. Identify appropriate mindfulness resources (including free online resources) that can benefit both faculty and students in the

teaching/learning environment.

Caring for Self While Serving Students: Trauma Stewardship for Educators

Susan Egbert, Utah State University

Sean Camp, Utah State University

Keyword Search: Trauma, Burnout, Self-Care

Secondary trauma is an inherent reality for education professionals who are exposed to the difficult stories of students and who witness their struggles and pain. Self-awareness and self-care are critical for avoiding compassion fatigue and burnout. This interactive workshop addresses: (a) recognizing and responding to trauma-reactive behavior in students; (b) sources of vicarious trauma for education professionals; (c) early warning signs of secondary traumatic stress; and (d) compassion fatigue prevention and safety planning for effective self-care.

Participatory learning and real-world application will be emphasized throughout the session.

Learning Outcomes:

1. Build understanding and recognition of trauma-reactive behavior in students.
2. Increase awareness of vicarious trauma and their ability to self-assess early warning signs of secondary traumatic stress.
3. Effectively engage in intentional safety planning and self-care aimed at preventing compassion fatigue and burnout.

Self-Care Tips to Teaching Online During the Year of Pandemics

Angie Smith, North Carolina State University

Kimberly Allen, North Carolina State University

Keyword Search: Student-Centered, Mental Health, Pandemic

Students are arriving to our virtual classroom spaces with various levels of responsibility and commitments, particularly in light of the multiple pandemics. As instructors and instructional designers, it is imperative that we remain aware of these external factors and employ a student-centered model of teaching and learning. In the session, we will brainstorm ideas related to creating an optimal student-centered learning environment that takes into consideration the mental health and wellness needs of distance students. Session participants can anticipate leaving the session with concrete strategies pertinent to constructivist pedagogy and examples of student-centered resources including intentional check-ins for synchronous sessions.

Learning Outcomes:

1. Identify strategies for checking in on students during the pandemics.
2. Explore constructivist pedagogy and identify specific ways to incorporate it into teaching practices.
3. Articulate the need for mental health support for distance education students, while highlighting self-care practices.

Burning Bright Instead of Burning Out

Ingrid Steiner, University of Southern California

Keyword Search: Faculty Burnout, Faculty Support and Development, Institutional Policies

An often neglected topic in our institutions, this roundtable provides an opportunity to start a conversation on faculty burnout. During the conversation we will discuss

the signs and stages of burnout; and how variables such as gender, academic discipline, and institutional type impact perceived burnout. By having an understanding of the warning signs, attendees can begin a proactive approach to identify faculty in need of support. Participants will engage in self-reflective and pair-share exercises. By the end of the session, attendees will have at least one faculty support idea that can be implemented in their own institution.

Learning Outcomes:

1. Identify faculty burnout symptoms
2. Evaluate various institutional approaches to address faculty burn
3. Design one action to implement at your institution to proactively, or reactively, address faculty burnout

Using Sandtray Expressive Arts to Facilitate Applied Learning

Jeffrey M. Sulivan, Sam Houston State University

Keyword Search: Faculty Burnout, Faculty Support and Development, Institutional Policies

An often neglected topic in our institutions, this roundtable provides an opportunity to start a conversation on faculty burnout. During the conversation we will discuss the signs and stages of burnout; and how variables such as gender, academic discipline, and institutional type impact perceived burnout. By having an understanding of the warning signs, attendees can begin a proactive approach to identify faculty in need of support. Participants will engage in self-reflective and pair-share exercises. By the end of the session, attendees will have at least one faculty support idea that can be implemented in their own institution.

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2. Evaluate various institutional approaches to address faculty burn
3. Design one action to implement at your institution to proactively, or reactively, address faculty burnout

PRESENTATION LISTING

BY TRACK: Teaching Online

Online Teaching:

The Balancing Act of Synchronous and Asynchronous Delivery

David Betancourt, Cerritos College

High-Quality Online Design, Teaching, & Learning for Students with Low-Bandwidth Access

Michelle Bartlett, North Carolina State University

Beyond Remote Learning:

Intentional Online Instruction Through Backward Design Plus

Chrystal Dean, Appalachian State University

Design of Virtual Reality Experiences to Replace In-Person Chemistry Laboratories

Cathi Dunnagan, North Carolina State University

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The Virtual Studio:

An Emerging Tacit Learning Management System Framework

Travis Flohr, The Pennsylvania State University

Tim Johnson, The Pennsylvania State University

Ken Tamminga, The Pennsylvania State University

Lessons Learned from Two Interventional Studies on Online Student Motivation

Amanda Holton, University of California Irvine

Flip Learning and Online Teaching

Guillaume Jaubert, Vincennes University

Nancy Riggs, Vincennes University

Remote Teaching:

Lessons Learned in a Pandemic Semester

Donald M. Johnson, University of Arkansas

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Teaching in Times of Crisis:

College Students Perceptions During COVID-19

Dee Kinney, Miami University of Ohio

Wayne Kinney, University of Cincinnati

Kimberly Hale, Eastern Kentucky University

Experimentation at a Distance:

Engaging Science Learners in Online Laboratories

Mary V. Mawn, SUNY Empire State College

PRESENTATION LISTING

BY TRACK: Teaching Online

Decoding Online:

Overcoming Bottlenecks in Remote Teaching and Learning

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Laura Cruz, Pennsylvania State University

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Building Rapport with Students Online

Karyn Miller, Texas A&M University at Commerce

Jacqueline Riley, Texas A&M University-Commerce

Laura Slay, Texas A&M University at Commerce

Stem Faculty-Student Interactions and Learning During Covid 19:

A Grounded Theory Study

Andrea N. Ofori-Boadu, North Carolina Agricultural And Technical State University

Mercy Fash, North Carolina Agricultural And Technical State University

Alesia Ferguson, North Carolina Agricultural And Technical State University

Angela White, North Carolina Agricultural And Technical State University

Making Lemonade Out of Lemons During the Coronavirus Pandemic:

New NC State University Program for Professors to Virtually Engage K-12 STEM

Lisa Paciulli, North Carolina State University

McKenzie Nalley, North Carolina State University

Caroline Diehl, North Carolina State University

Taeim Kwon, North Carolina State University

Lights, Camera, Feedback: Creating Instructor Presence Through Video Feedback

Victoria Scharp, Idaho State University

Mark Cooper, Idaho State University

Online Learning Trade-Offs: Students Attitudes and Experiences During COVID-19 Pandemic

Natalya Shelkova, Guilford College

Katsiaryna Salavei Bardos, Fairfield University

Linda Hughen, Sacred Heart University

Integrating Bots in Discord to Engage Students in Online Courses

Varun Singireddy, Ferris State University

Jacob Pollak, Ferris State University

Kyle Bourcier, Ferris State University

Student Stories in Science: Alternative Methods for Student Experiential Learning

Mary Ann V. Smith, The Pennsylvania State University

PRESENTATION LISTING

BY TRACK: Teaching Online

Insights from Spring 2020: Preparedness for Transitioning to Online Instruction

Courtney Thornton, North Carolina State University

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#DigitalPowerups Empowering Students with Choice and Voice in Online Discussions

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Student Engagement in the Virtual Setting: Lecture, Lab, and Beyond

Katherine Wilford, University of St. Augustine for Health Sciences

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Applying Improvement Science to Promote Online Course Delivery Success

Carrol Warren, North Carolina State University

Michelle Bartlett, North Carolina State University

Creating and Maintaining an Inclusive Online Learning Environment

Carrol Warren, North Carolina State University

Michelle Bartlett, North Carolina State University

Undergraduate Student Response to Transition to Remote Learning During Covid

Crisis

Caroline Wacome, Cedarville University

Teaching and Learning During COVID-19

Benjamin Becerra, California State University San Bernardino

Paulchris Okpala, California State University San Bernardino

Monideepa Becerra, California State University San Bernardino

Keyword Search: Virtual teaching, equity in teaching, student engagement

COVID-19 has brought to attention the way we teach, interact, and even development our deadlines and rubrics for courses. Finding the balance between implementing novel teaching modules while maintaining the integrity of the content needed can lead to instructor fatigue; which can in turn translate to student engagement in the virtual classroom. Coupled with such are the unique needs of students with diverse background and those lacking technological resources. This session will address preventing instructor fatigue, finding a working and effective balance of course assignments and modes of lecture delivery, while enhancing and addressing equity in student learning outcomes.

Learning Outcomes:

1. Describe best practices in student engagement in virtual teaching
2. Identify ways to lower instructor fatigue during virtual teaching
3. Discuss equity issues in virtual teaching

High-Quality Online Design, Teaching, & Learning for Students with Low-Bandwidth Access

Michelle Bartlett, North Carolina State University

Keyword Search: Online Teaching, Low Bandwidth, Student Engagement

Whether your course is designed online with advance notice or you transitioned through apid Online Teaching and Learning (ROTL) due to the worldwide pandemic of COVID 19, you most likely have students with low-bandwidth or intermittent internet access. Designing, teaching, and learning in online classes can still be engaging and efficient when designed for low-bandwidth students.

Learning Outcomes:

1. At the conclusion of this activity, participants will be able to determine the importance of online course design for students with low-bandwidth access.
2. At the conclusion of this activity, participants will be able to identify strategies to implement engagement with instructors, peers, and content for students with low-bandwidth access.
3. At the conclusion of this activity, participants will be able to develop their own learning plan that engages students with low-bandwidth access.

Online Teaching: The Balancing Act of Synchronous and Asynchronous Delivery

David Betancourt from Cerritos College

Keyword Search: Online Teaching, Synchronous Teaching, Asynchronous Teaching

Synchronous and Asynchronous Delivery have benefits and challenges. This session will provide an opportunity to reflect on the benefits and challenges of each delivery method while also compiling best practices. Time will be dedicated

to searching out the optimum balance between the methods that empowers faculty with the ability to best serve student needs in a virtual platform.

Learning Outcomes:

1. Identify synchronous and asynchronous delivery models
2. Identify benefits and challenges of synchronous and asynchronous delivery models
3. Develop a plan to implement a teaching strategy based on a synchronous or asynchronous delivery practice

Beyond Remote Learning: Intentional Online Instruction Through Backward Design Plus

Chrystal Dean, Appalachian State University

Keyword Search: Backward Design, Online Teaching, Remote Learning

There is a difference between emergency remote teaching and intentional online learning. Successful online learning demands thoughtful, research-based instructional design. In this presentation, I delineate what I am calling Backward Design Plus, where one must consider the environment (face-to-face, hybrid, fully online, etc.) for the macro level design instructional decisions. These macro design decisions influence the tools (texts, technology, etc) used at the micro level. In my presentation I will give specific examples of design decisions at the macro level, a typical design cycle at the micro level, and applications that moved these decisions forward.

Learning Outcomes:

1. Differentiate remote teaching from online learning.
2. Identify the phases of backward design.
3. Distinguish how the backward design framework must be augmented for online instruction.

Design of Virtual Reality Experiences to Replace In-Person Chemistry Laboratories

Cathi Dunnagan, North Carolina State University

Maria Gallardo-Williams, NC State University

Keyword Search: Virtual Reality, Online Labs, Organic Chemistry

A set of VR laboratory experiences was designed to teach students the content of the Organic Chemistry I laboratory. The resulting first-person VR experiences are immersive and realistic, with a teaching assistant guiding the user along the steps required to complete each experiment, including feedback as needed. The VR experience was developed in WondaVR with selections made using gaze navigation. Students that tried the VR experiences reported a high degree of satisfaction and no usability barriers. These VR experiences could be useful for students who are unable to be present in lab due to disabilities or attendance challenges, like COVID-19.

Learning Outcomes:

1. Describe best practices in the designing VR educational experiences
2. Have a basic understanding of the tools available for the development of VR content

3. Anticipate some of the challenges related to the production and open distribution of VR materials

The Virtual Studio: An Emerging Tacit Learning Management System Framework

Travis Flohr, The Pennsylvania State University

Tim Johnson, The Pennsylvania State University

Ken Tamminga, The Pennsylvania State University

Keyword Search: Online Learning and Teaching, Engaging Design Studio Students, Digital Technologies

In online education, design students lose the formal and informal tacit learning opportunities typically afforded by their studio environment. Indeed, the switch to online modes of learning during the 2020 spring semester, due to COVID-19, Zoom and Canvas, did not allow for regularly interacting in what Wenger (1999) refers to as communities of practice. Specifically, Zoom and Canvas, did not robustly support peer-to-peer, active, or learner-centered approaches discussed by Shalinsky and Norris (1986) and Brooks, Nocks, Farris, and Cunningham (2002). Indeed, anecdotally, many faculty and students in the department struggled with the online studio modes of learning. Here we present and critique a first attempt at a virtual tacit learning management system.

Learning Outcomes:

1. Identify gaps in current learning management systems for design students, in an online course.
2. Describe the creation and instructional technologies of the virtual studio.
3. Reflect on gaps in the virtual studio and next steps.

Lessons Learned from Two Interventional Studies on Online Student Motivation

Amanda Holton, University of California Irvine

Keyword Search: Attribution Bias, Engagement, Discussion Board

We completed two interventional studies in our online classes aimed at attribution biases attainment value and feelings of community. Here we will discuss what lessons were learned from those studies, and how they can be implemented into online classes to increase student motivation and engagement. This will include both suggested interventions and a discussion of how they can be implemented, as well as a discussion of aspects of assignments to be cautious around based on failed interventions and the likely reasons for those.

Learning Outcomes:

1. Apply attributional awareness intervention in their classroom for increased student motivation
2. Avoid possible pitfalls of discussion board assignments
3. Better understand and therefore adapt their curriculum to the attributional beliefs of students in their online classrooms.

Remote Teaching: Lessons Learned in a Pandemic Semester

Donald M. Johnson, University of Arkansas

Kathryn Zawisza, University of Arkansas

Molly Rapert, University of Arkansas

Lauren Simon, University of Arkansas

Steven Beaupre, University of Arkansas

Keyword Search: Lessons Learned, Remote Instruction, Pandemic

On March 19, 2020 the University of Arkansas ceased in-person classes in response to the novel coronavirus pandemic. Classes resumed on March 23rd with all classes taught remotely for the remainder of the semester. In summer 2020, we surveyed instructors of record ($N = 2,223$) for all spring courses to identify 'lessons learned' in remote teaching. Responding faculty ($n = 239, 10.8\%$) provided recommendations related to communicating with students, facilitating group work, promoting academic integrity, student engagement and motivation, teaching experiential courses, and technology and pedagogy. Our purpose in this presentation is to share and stimulate discussion about these lessons learned.

Learning Outcomes:

1. Describe at least five 'lessons learned' about remote instruction.
2. Explain how the 'lessons learned' can be applied to remote, online, and face-to-face courses.
3. Reflect on their own experiences in remote instruction and use the knowledge gained to improve instruction.

Teaching in Times of Crisis: College Students Perceptions During COVID-19

Dee Kinney, Miami University of Ohio

Wayne Kinney, University of Cincinnati

Kimberly Hale, Eastern Kentucky University

Keyword Search: Student Success, Student Well-Being, Online Teaching

Faculty researchers share the preliminary results of the COVID-19 College Student Impact Survey ($N = 2,098$) administered to college students across the US during the spring 2020 semester. They will focus mainly on the five qualitative questions that asked students to share about their mental health, dropping or thinking about dropping classes, and the responses/tactics from individual instructors that were most/least helpful. The presentation will be followed by a solution-focused discussion where instructors will share their experiences, resources, and suggestions to best support students during crises while maintaining a high academic standard.

Learning Outcomes:

1. Describe college students' strengths and challenges to academic success during COVID-19
2. Discuss college students' perceptions of online learning during COVID-19.

3. Collaborate to create a student success action plan, with at least three action steps, that support student health and well-being as reflected by student's perceptions of instructor responses/tactics during COVID-19.

Experimentation at a Distance: Engaging Science Learners in Online Laboratories

Mary V. Mawn, SUNY Empire State College

Keyword Search: Online Laboratories, Online Science, Distance Learning

With the growth of online education and the rapid shift to remote instruction, science educators are faced with the task of moving the laboratory online. This session will describe online laboratory approaches that address key learning objectives and promote engagement of remote science learners. Considerations include laboratory materials, safety and disposal, online interactions, and assessment of learning. Examples will be provided from online courses that span the natural sciences, along with practical approaches that participants can implement in their online and remote classrooms.

Learning Outcomes:

1. Identify approaches for incorporating laboratory experiences in their online and remote courses.
2. Discuss key consideration when identifying lab experiences, including cost, safety, disposal, and accessibility.
3. Implement practical approaches for laboratories in their online and remote classrooms.

Decoding Online: Overcoming Bottlenecks in Remote teaching and Learning

Joan Middendorf, Indiana University

Laura Cruz, Pennsylvania State University

Karen Bellnier, University of Rhode Island

Keyword Search: Online Teaching, Course Design, Threshold Concepts

The Decoding the Disciplines process has been the basis for meaningful course redesign for decades. In this session, you will identify bottlenecks in your on-line course design, with particular attention to challenges with motivation, engagement, and learning. You will identify key mental moves that can be integrated into your course design. Based on a series of interviews with experts in the field of on-line teaching and learning, the proposed design model integrates elements of the popular community of inquiry (COI) model with the iterative elements associated with the decoding pedagogy.

Learning Outcomes:

1. Identify cognitive, social, and emotional bottlenecks in your on-line/remote course.
2. Practice human-centered design using the decoding process.
3. Critically evaluate the design model.

Building Rapport with Students Online

Karyn Miller, Texas A&M University at Commerce

Jacqueline Riley, Texas A&M University-Commerce

Laura Slay, Texas A&M University at Commerce

Keyword Search: Rapport, Classroom Climate, Culture

Positive rapport between instructors and students is linked to a variety of student benefits, including a greater feeling of connectedness, increased learning, higher motivation, and greater participation. Yet, amid the chaos of the pandemic, instructors have been forced to reconsider how they create a positive online learning environment and foster good rapport. In this presentation we will examine factors contributing to positive instructor-student rapport, as well as practical ways in which instructors can build relationships with students synchronously and asynchronously using technology. Throughout the presentation, we will invite participants to share ways they have developed rapport with their students online.

Learning Outcomes:

1. Examine the factors contributing to positive instructor-students rapport.
2. Explore concrete strategies for fostering positive rapport.
3. Brainstorm additional strategies for building rapport with students.

Stem Faculty-Student Interactions And Learning During Covid 19: A Grounded Theory Study

Andrea N. Ofori-Boadu, North Carolina Agricultural and Technical State University

Mercy Fash, North Carolina Agricultural and Technical State University

Alesia Ferguson, North Carolina Agricultural and Technical State University

Angela White, North Carolina Agricultural and Technical State University

Keyword Search: Online Learning, Pandemic, Institutional Resiliency

The purpose of this nationwide study is to gain insights into how faculty-student interactions impacted STEM student learning, improvisation decisions, and performance during COVID-19. Adopting a grounded theory approach, 63 STEM students from six U.S institutions narrate STEM learning experiences during one-hour ZOOM interviews. Data is analyzed using the NVIVO qualitative analysis software. Findings revealed positive and negative STEM faculty-student interactions influence student motivation, peace of mind, learning, improvisation decisions, and performance. While proactive STEM students with prior virtual learning experiences are able to maintain or even improve their STEM performance, other students opt for pass/fail option or complete withdrawal due to extreme discomfort with their STEM performance. Long-term institution-specific resiliency plans that strengthen student and professor adaptability to unexpected institutional challenges such as COVID 19 are strongly recommended.

Learning Outcomes:

1. Understand student learning experiences and improvisation decisions during pandemics.

2. Implement instructional strategies that enhance student learning, performance, and success during pandemics
3. Recommend effective institution-wide practices that support student online learning and performance during pandemics.

Lights, Camera, Feedback: Creating Instructor Presence Through Video Feedback

Victoria Scharp, Idaho State University

Mark Cooper, Idaho State University

Keyword Search: Video Feedback, Instructor Presence

Instructor presence is a critical element to student engagement within online course delivery. Providing video feedback to students on assignments is one way to create a consistent presence within an online course. Advantages of video feedback can include increased grading efficiency, the students' ability to refer back to the feedback, and providing a highly personalized opportunity to communicate detailed strengths or areas for growth. Potential drawbacks include technological requirements and student perceptions of unfavorable emotions from the instructor. This presentation will summarize the evidence base and offer specific strategies for implementing video feedback quickly and easily.

Learning Outcomes:

1. Summarize the evidence base for video feedback
2. Identify three advantages for how providing video feedback creates instructor presence.
3. Describe three methods for implementing video feedback.

Online Learning Trade-offs: Students' Attitudes and Experiences During COVID 19 Pandemic

Natalya Shelkova, Guilford College

Katsiaryna Salavei Bardos, Fairfield University

Linda Hughen, Sacred Heart University

Keyword Search: Online learning, COVID-19, Undergraduate Instruction

With COVID-19 remaining a major public health concern, many colleges and universities retain online instruction as a main mode of teaching. But what do we know about online teaching and learning? In our empirical investigation we asked undergraduate students of a private New England university to share their attitudes towards online classes and learning outcomes immediately following Spring 2020 shut-downs. In our presentation we will share our results and compare them to earlier studies of online learning. Our preliminary findings inform that students do not view taking classes online equitable to taking classes in person. Students frequently cite that they do not learn as much when they are not in the classroom, they miss the personal interaction with faculty and classmates, and they lose motivation when classes are fully online. Students also find online exams to be easier and are less motivated to study and/or retain information and report having higher grades in online classes yet learn less.

Learning Outcomes:

1. List benefits and costs of online learning from students' perspective.
2. Be familiar with the literature on online learning.

3. Discuss unique experiences with online learning during COVID-19 shutdowns.

Student Stories in Science: Alternative Methods for Student Experiential Learning

Mary Ann V. Smith, Pennsylvania State University

Keyword Search: Experiential Learning, CURE, Remote Transitions

Science students in introductory courses often fail to see why class content is important or how it relates to them. Lecturing, discussions and prompts may demonstrate the connection to student lives, but lack methods for students to make meaning with it, which would keep them engaged and could prompt student entry into the field. This research examines implementing a CURE into general science courses with a focus on how the experience of doing scientific research influences students' stories. Assessments were designed to bring the practice of storytelling into the curriculum, so students learn how to tell others their science story.

Learning Outcomes:

1. Encourage student immersive experiential learning sessions within their content areas.
2. Create opportunities for students to find meaningful connections to their local communities.
3. Examine storytelling as a method for student learning and engagement.

Insights from Spring 2020: Preparedness for Transitioning to Online Instruction

Courtney Thornton, North Carolina State University

Diane Chapman, North Carolina State University

Keyword Search: Academic Continuity, COVID-19, Instructor Preparedness

Almost 900 instructors responded to a survey regarding their experiences providing academic continuity to students during the Spring 2020 COVID-19 pandemic and transitioning from face-to-face to online instruction. Pre-transition challenges included course design decisions, student issues, and new instructional technologies. Along with technologies, individuals and pan-university units most helped instructors to feel prepared. During online delivery, instructors were most helped by deepening their skills in the instructional technologies selected and by identifying and adopting new student engagement strategies. Findings can help institutions and instructors feel more prepared for and responsive to a range of potential disruptions in academic operations.

Learning Outcomes:

1. Discover resources, tools, and strategies that instructors at one institution found most helpful and most needed before and during a disruption to face-to-face instruction.
2. Develop strategies to address preparedness of institutions, pan-university units, academic units, and individual instructors.

3. Apply these insights as strategies that can help institutions and instructors feel prepared for and responsive to a range of potential disruptions in academic operations.

#DigitalPowerups Empowering Students with Choice & Voice in Online Discussions

Travis Thurston, Utah State University

Keyword Search: Discussions, Engagement, Choice

The #digitalpowerups strategy provides an innovative way for instructors to engage students in higher-order online discussion by humanizing and personalizing the discussion. This strategy allows students to engage in online discussions in relevant and authentic ways. Simply stated, #digitalpowerups are keywords displayed as hashtags that are associated with corresponding prompts in online discussions. The #digitalpowerups strategy is theoretically grounded in the dynamic interplay between social presence and cognitive presence in the Community of Inquiry (CoI) framework. In this session you'll learn about the #digitalpowerups strategy for online discussions and how you can adapt the strategy for your own course.

Learning Outcomes:

1. Understand the importance of instructor presence in online discussions.
2. Create a #digitalpowerup to use in their own course.
3. Apply the #digitalpowerups strategy to a blended or online format course.

Student Engagement in the Virtual Setting: Lecture, Lab, and Beyond

Katherine Wilford, University of St. Augustine for Health Sciences

Demetrius Collins, University of St. Augustine for Health Sciences

Megan Flores, University of St. Augustine for Health Sciences

Keyword Search: Student Engagement, Online Teaching, Teaching Strategies

In the COVID-19 era, several universities have transitioned in-person lectures and laboratory courses to the virtual setting. Now, maintaining student engagement seems more difficult than ever. This presentation will discuss the role of student engagement as it relates to student outcomes and satisfaction. Additionally, common barriers to establishing and maintaining a high degree of engagement in the virtual setting will be identified. Finally, specific examples to improve student engagement in lecture and laboratory settings will be suggested. Audience members will experience a variety of strategies during the presentation to allow for immediate implementation.

Learning Outcomes:

1. Discuss the importance of effective student engagement as it relates to learning outcomes
2. Identify barriers to effective student engagement in the virtual setting
3. Describe specific methods to improve student engagement in the virtual setting

Applying Improvement Science to Promote Online Course Delivery Success

Carrol Warren, North Carolina State University

Michelle Bartlett, North Carolina State University

Keyword Search: Improvement Science, Online Teaching

Taking the approach to "Plan, Do, Study, Act", will allow for failures and understand that failure is not a problem, but rather an opportunity for improvement. (carnegiefoundation.org) By answering three critical questions, 1) What are we trying to accomplish?, 2) How will we know that a change is an improvement?, and 3) What changes can we make that will result in improvement?, the implementation of Improvement Science to problem-solve supports cyclic change within a program or course. This session will introduce improvement science and how it has been applied to online course improvement, the session attendees will have an opportunity to practice an Improvement Science project by being given the tools and resources to effectively engage with one another and report their findings. This session will promote creative thinking while applying the principles of improvement science. (carnegiefoundation.org)

Learning Outcomes:

1. Observe improvement science in action.
2. Access resources related to Improvement Science.
3. Explain the thought process behind "Plan, do, study, act".

Creating and Maintaining an Inclusive Online Learning Environment

Carrol Warren, North Carolina State University

Michelle Bartlett, North Carolina State University

Keyword Search: Online Student Engagement, Inclusivity, Assess Student Learning

Creating online programs can be both challenging and rewarding. Objectives for this presentation include: Facilitating a conversation identifying inclusive ways to engage learners, identifying critical tools and resources: and allocating time to exchange ideas for educators to strategically connect students with concepts promoting a greater understanding of the value of inclusivity. When online instruction is driven by quality it is composed of modeling tools and technologies that encompass user-friendly techniques (Pollacia, and McCallister, 2019), peer-review (Shattuck, 2012), instruction centered around student engagement. (Bartlett, 2017). The assessment of student learning outcomes and institutional commitment also play critical roles in the development of online programs (Legon, 2015).

Learning Outcomes:

1. Facilitate a conversation by identifying ways to engage learners
2. Identify critical tools and resources to promote inclusivity
3. Allocate time to exchange ideas for educators to strategically connect students with concepts promoting a greater understanding of the value of inclusivity.

Undergraduate Student Response to Transition to Remote Learning During Covid Crisis

Caroline Wacome, Cedarville University

Keyword Search: Online Teaching, Emergency Remote Teaching, Student Experience

We conducted research via survey monkey to understand undergraduate student's (n=690) experience of switching from full-time face-to-face instruction to completing remote instruction after the Covid-19 crisis. We asked questions regarding challenges, benefits, and coping strategies of this transition. Common themes in challenges included changes in routine that affected motivation and changes in assignments. Coping strategies included adjusting to a new routine, engaging in relaxing activities and contacting other people in the class for clarity on deadlines. Benefits included appreciating the way that professors streamlined classes and also being able to complete activities that they otherwise would not have time for.

Learning Outcomes:

1. Understand more about what the Covid-19 crisis was like for undergraduate students.
2. See challenges and benefits of online instructions from a student's perspective.
3. Better prepare future courses under Covid-type conditions.

PRESENTATION LISTING BY TRACK:

Universal Design & Equity

Culture Survey to Assess LatinX Inclusion in STEM Fields at a HSI

Kevin Alicea-Torres, University of Puerto Rico at Humacao

Josee Vedrine-Pauleus, University of Puerto Rico at Humacao

Ayesha S. Boyce, University of North Carolina Greensboro

Lilliam Casillas-Martinez, University of Puerto Rico at Humacao

Exploring Students' Perceptions of Learning Partnerships Within a Diversity Course

Adam Barragato, University of Michigan

Natasha Watkins, Purdue University

Caught! Incorporating Universal Design in Course Syllabi to Enhance Engagement

Jennifer Bautel Williams, East Carolina University

Laura Howell King, East Carolina University

Teaching and Learning During COVID-19

Benjamin Becerra, California State University San Bernardino

Paulchris Okpala, California State University San Bernardino

Monideepa Becerra, California State University San Bernardino

Tips for Designing an Accessible Online Course

Sheryl Burgstahler, University of Washington

Strengthening Student Learning by Leveraging University and Community Resources

Leslie Cizmas, Texas A&M University

CRT in Teacher Preparation:

We Already Know What to Do

Ingrid Everett, Bloomsburg University

Teaching for Inspiration:

Approaches to Engaging Transfer Students in Gateway Courses

Stephanie Foote, John N. Gardner, Institute for Excellence in Undergraduate Education

Equitable Course Design During COVID-19:

Participation Versus Access

Aaorn Gierhart, Columbus State University

Beyond Diversity:

Centering Social Justice Education in the Online Classroom

Maru Gonzalez, North Carolina State University

Sharon Chung, North Carolina State University

PRESENTATION LISTING

BY TRACK:

Universal Design & Equity

BUILDing Biology Education:

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Improving Practice

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Through the Social Justice Lens:

Cases from Language and Literatures

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Ayesha S. Boyce; University of North Carolina Greensboro

Lilliam Casillas-Martinez, University of Puerto Rico at Humacao

Keyword Search: Hispanic Serving Institution, Inclusive Excellence, Culture Survey

Inclusion is a main force for student retention at any Hispanic Serving Institution (HSI). To understand how inclusion is perceived by both students and faculty at the University of Puerto Rico-Humacao (UPRH), a culturally-sensitive climate was designed, validated and imparted. Most students and faculty felt a sense of belonging and a strong scientific identity at UPRH. However, faculty recognized a lack of inclusive and equitable environment in their departments. While the analysis of the climate survey is still in progress, we already implemented several virtual strategies like learning communities and mentoring programs to promote inclusive excellence at the institution.

Learning Outcomes:

1. Learn about strategies to promote inclusive excellence at a Hispanic Serving Institution
2. How culture affects science and learning
3. Develop a culturally-sensitive survey for their institution

Exploring Students' Perceptions of Learning Partnerships within a Diversity Course

Adam Barragato, University of Michigan

Natasha Watkins, Purdue University

Keyword Search: Learning Partnerships; Marginalized Populations

The learning partnerships model (LPM) is a pedagogical framework designed to promote students' development from authority-dependent to interdependent, co-constructors of knowledge who situate learning within their experiences (Baxter Magolda & King, 2004). Diversity courses focused on controversial issues may provide students with particularly powerful opportunities to evolve their internal belief system and hone their voice (referred to as self-authorship). We share results from a qualitative study exploring how students with multiple, marginalized identities perceive a diversity course grounded in the LPM. Strategies are offered for how instructors can enhance learning partnerships with students, particularly in courses with controversial content.

Learning Outcomes:

1. Explain the role of the learning partnerships model in advancing students' development of self-authorship.
2. Evaluate potential reasons students respond negatively to instructors' learning partnership strategies.
3. Identify at least three strategies for enhancing learning partnerships with students in their courses.

Caught! Incorporating Universal Design in Course Syllabi to Enhance Engagement

Jennifer Bautel Williams, East Carolina University

Laura Howell King, East Carolina University

Keyword Search: Universal Design for Learning; Syllabus Development; Accessibility

Capturing student attention during the opening days of class is important for maximizing student engagement. By integrating universal design for learning principles and proactively addressing accessibility options in the course syllabus, faculty and professors ensure student access to the course requirements and expectations. This sets a foundation for student success. Participants in this poster session will learn a variety of ways to integrate multiple means of representation, engagement, and expression into an online course syllabus. While example syllabi will focus on Education, the UDL elements illustrated will be applicable across majors.

Learning Outcomes:

1. Identify and describe UDL principles present in an online syllabus
2. Expand accessibility options for an online syllabus
3. Incorporate a variety of UDL elements in a draft syllabus

Teaching and Learning During COVID-19

Benjamin Becerra, California State University San Bernardino

Paulchris Okpala, California State University San Bernardino

Monideepa Becerra, California State University San Bernardino

Keyword Search: Virtual Teaching, Equity in Teaching, Student Engagement

COVID-19 has brought to attention the way we teach, interact, and even development our deadlines and rubrics for courses. Finding the balance between implementing novel teaching modules while maintaining the integrity of the content needed can lead to instructor fatigue; which can in turn translate to student engagement in the virtual classroom. Coupled with such are the unique needs of students with diverse background and those lacking technological resources. This session will address preventing instructor fatigue, finding a working and effective balance of course assignments and modes of lecture delivery, while enhancing and addressing equity in student learning outcomes.

Learning Outcomes:

1. Describe best practices in student engagement in virtual teaching
2. Identify ways to lower instructor fatigue during virtual teaching
3. Discuss equity issues in virtual teaching

Tips for Designing an Accessible Online Course

Sheryl Burgstahler, University of Washington

Keyword Search: Disabilities, Universal Design, Online Learning

As the pandemic shows no signs of easing up, institutions will continue to need to offer online options for courses and services. In their rush to evolve on-site to online offerings, one issue is often overlooked: how to ensure that digital options are fully inclusive of students with disabilities. This presentation will provide 20 evidence-based tips on how to deliver an online course that is accessible to all students, including those with disabilities.

Learning Outcomes:

1. Describe the meaning of universal design (UD) in the context of online learning.
2. Describe three strategies for making an online course accessible to all potential students.
3. Discuss how the UD framework can be adopted by an institution.

Strengthening Student Learning by Leveraging University and Community Resources

Leslie Cizmas, Texas A&M University

Keyword Search: Active Learning, Marginalized Students, Career Preparation

College campuses and communities often offer a variety of learning opportunities outside of the classroom setting that can be leveraged to support classroom learning. Examples of these opportunities include campus health and wellness trainings, and community businesses with employees who can offer career advice. Students who are first in their family to go to college benefit from additional types of support. The presenter will discuss how they have integrated a variety of campus and external resources into undergraduate and graduate course content, to increase active learning and help all students prepare for and careers in their chosen field.

Learning Outcomes:

1. Identify resources that could be integrated into their own courses in a variety of disciplines.
2. Appreciate how various external student learning opportunities enhance the course material.
3. Specify key external learning opportunities to enhance the success of students who are first in their family to go to college.

CRT in Teacher Preparation: We Already Know What to Do

Ingrid Everett, Bloomsburg University

Keyword Search: Culturally Responsive Teacher Self-Efficacy, Teacher Preparation, Social Justice

Preparing student teachers in Culturally Responsive Teaching (CRT) has been proposed as a bridge between the mostly White teacher population and the increasingly racially diverse P-12 student population (Siwatu, 2007). Yet research has confirmed areas in which teachers continue to feel lacking in CRT self-efficacy (Siwatu, 2011). This presentation will highlight subject areas in which educators commonly report low CRTSE as well as additional challenges perceived as limiting teacher effectiveness in CRTSE. Recommendations will be provided for teacher preparation program development to support new teachers in meeting the needs of their future racially diverse P-12 students.

Learning Outcomes:

1. Hold a deeper understanding of CRT in meeting the needs of racially diverse students.
2. Identify subject areas in which teachers may experience low CRTSE.
3. Identify areas which may challenge educators implementing CRT.

Teaching for Inspiration: Approaches to Engaging Transfer Students in**Gateway****Courses**

Stephanie Foote, John N. Gardner, Institute for Excellence in Undergraduate Education

Keyword Search: Transfer Students, Gateway Course, Equity in the Classroom

Although transfer students comprise a sizable portion of gateway (or general education) course enrollment, little, if any, attention has been given to examining the pedagogical approaches that might be used to meet the needs of this diverse student population. While there are many barriers to transfer student transition and success (Foote, Kranzow, & Hinkle, 2015; Shapiro et al., 2017), gateway courses are one of the main and frequently overlooked pathways for transfer students. Participants will leave the session with strategies and approaches they can implement in gateway courses to create to foster equitable outcomes while inspiring transfer (and all) students.

Learning Outcomes:

1. Describe characteristics of transfer students and common influences on their transition and success.
2. Understand several pedagogical approaches that are responsive to transfer students.
3. Identify ways in which they can adapt and apply the pedagogical approaches for use in their own course(s).

Equitable Course Design During COVID-19: Participation Versus Access

Aaron Gierhart, Columbus State University

Keyword Search: Teacher Education, Pedagogy, Course Design

The presenter will share design and implementation approaches from an elementary science teacher education course to facilitate equitable participation for all students regardless of their form of attendance (i.e., face-to-face versus virtual) and participation (i.e., synchronous versus asynchronous). This is a critical consideration for current and future course designs given the societal impacts of the COVID-19 pandemic. Participants will have the opportunity to reflect on a current course they teach (in any discipline or content area) and brainstorm approaches they can take back and apply to facilitate equitable course participation for their students.

Learning Outcomes:

1. Identify course design approaches and resources that can foster equitable student participation in face-to-face and virtual synchronous/asynchronous settings.
2. Brainstorm and create a list/action plan of course ReDesign approaches to later apply to facilitate more equitable student participation and engagement.
3. Distinguish between access to technologies and course resources and equitable participation in a course experience.

Beyond Diversity: Centering Social Justice Education in the Online Classroom

Maru Gonzalez, North Carolina State University

Sharon Chung, North Carolina State University

Keyword Search: Online Teaching, Social Justice Education, Dialogue

Our nation has reached a tipping point on matters of race and racism. Our students, particularly those of color, are disproportionately affected by the systemic inequities that permeate our country. As educators, it is our shared responsibility to meet this moment with a willingness to listen and learn and an urgency to act. Through a series of informative, interactive, and reflective exercises and guided by social justice education (SJE) pedagogy, participants will come away from the session equipped with strategies and activities for fostering equitable, inclusive, and dialogic online classrooms; adopting reflective practices; and developing critical consciousness among students.

Learning Outcomes:

1. Demonstrate an increased level of multicultural awareness through self-reflection and meaningful discussion.
2. Identify and know how to apply online teaching techniques to utilize with students across social identity groups.
3. Identify and know how to utilize interactive, user-friendly tools in an online classroom setting.

What about Joe?: A Case Study of FYE Student Success

Eileen Grodziak, Pennsylvania State University, Lehigh Valley Campus

Laura Cruz, Pennsylvania State University

Keyword Search: First-Year Experience, Student Success, Qualitative Methods

This presentation focuses on a case study, who we call Joe, a student enrolled in a First Year Experience course. Through a qualitative lens (e.g. thick description), this study exposes the layers of student success, which, in turn, inform course design that becomes both responsive and co-created.

Learning Outcomes:

1. Engage with principles of human-centered course design for technology-mediated instruction.
2. Assess the meaning of student success in the context of First Year Experience courses.
3. Critically evaluate emerging qualitative methodologies for SOTL work.

BUILDing Biology Education: Incorporating 3D Models to Facilitate Constructivist Active Learning

Claire L. Gordy, North Carolina State University

Melissa V. Ramirez, North Carolina State University

Keyword Search: Universal Design for Learning, 3D models, POGIL

The proliferation of 3D printing technologies and university Makerspaces has led to widespread use of 3D models in the college classroom. Models of molecules, cells, or organisms improve upon 2D images by more accurately representing biological structures and providing an additional means of representation that is accessible to blind and visually impaired learners. However, simply sharing a 3D model fails to engage students in active learning. In this session, we will share a strategy for pairing 3D models with guided inquiry learning to allow students to construct their own understanding of biological structures, processes, and interactions.

Learning Outcomes:

1. Describe content in their courses that may not be accessible to all of their students.
2. List one or more concepts they could teach with Tactile Teaching Tools paired with Guided Inquiry Learning.
3. Navigate an online repository to locate existing 3D models and lesson plans that could be incorporated into their courses.

Constructing Inclusive Learning Environments

Paige Haber-Curran, Texas State University

Shannon Dean-Scott, Texas State University

Keyword Search: Inclusion, Pedagogy, Instructional Strategies

Presenters will briefly outline key pedagogical practices for constructing inclusive environments from a qualitative study. Prompts will be provided to identify tangible inclusive teaching strategies.

Learning Outcomes:

1. Identify two strategies to create inclusive learning environments.
2. Describe what an inclusive learning environment entails.
3. Consider their own teaching practice in relation to concepts of inclusive learning environments.

Inclusive Excellence Programming at a Military Service Academy:

Improving Practice

Kim Hosler, United States Air Force Academy

Marc Napolitano, United States Air Force Academy

Keyword Search: Inclusive Practices, Faculty Programming on Inclusivity

This presentation discusses the evolution of a service academy's inclusive excellence programming. This programming, and the creation of an inclusive teaching recognition, founded a growing group of faculty with whom our Center for Educational Innovation (aka CTL) collaborates to create discussion panels, workshops, and programming dedicated to improving inclusive practices. As a military service academy, this organization instantiates a culture of standardization and conformity. It has traditionally been regarded as an institution populated by heterosexual males. However, inclusivity is vitally important to the academy. During this presentation, we discuss our inclusive teaching development efforts and share ideas regarding inclusive practices.

Learning Outcomes:

1. Describe how a service academy is working to change perceptions about its inclusive practices.
2. Note ideas and strategies for supporting inclusive practices.
3. Reflect on where and how you will implement inclusive practices noted.

Piloting Cross-Institutional Collaboration between an HBU and a PWI

Martine Mathieu, North Carolina State University

Matilda Odera, North Carolina State University

Andrea Ofori-Boadu, North Carolina Agricultural and Technical State University

Jennifer Richmond-Bryant, North Carolina State University

Keyword Search: Diversity, Collaboration, Digital Learning

North Carolina State University and North Carolina State Agricultural and Technical University faculty implemented a pilot research project pairing undergraduate students from the two institutions to virtually collaborate. Our overarching goal was to understand the impact of inclusive learning practices on the perspectives and perceptions of students from different institutions and racial backgrounds by fostering close working relationships. The project involved creating shared educational and research experiences among the students. We then assessed the inclusive learning experience based on an Intercultural

Knowledge and Competence rubric. Preliminary results show that the students' interactions became more empathetic and balanced over time.

Learning Outcomes:

1. Identify and define domains under the Intercultural Knowledge and Competence rubric.
2. Improve understanding of how inclusive learning practices may impact the perspectives and perceptions of undergraduate students from different institutions and racial backgrounds.
3. Improve understanding of a method for using web-conferencing technologies for expanding undergraduate students' personal and professional connections.

Videocase Analysis For Preservice Teachers' Growth As Culturally Responsive Teachers

Mina Min, Appalachian State University

Ashley Whitehead, Appalachian State University

Keyword Search: Culturally Responsive Teaching, Math, Teacher Education

This proposed presentation will share a technology-integrated instructional strategy that can promote preservice teachers to become social justice-oriented agents. To be specific, this presentation will introduce a video case analysis project as a method to support preservice teachers to obtain and develop knowledge and skills for effective culturally and linguistically teaching for English language learners. In addition, it will also demonstrate how annotating activities and collaborative oral discussion employed in the video case analysis project facilitates preservice teachers' learning journey to become culturally and linguistically responsive teachers.

Learning Outcomes:

1. Know how they can design and implement a video case analysis for the purpose of supporting preservice teachers' growth as culturally and linguistically responsive teachers.
2. Know how technology integrated methods facilitate preservice teachers' learning to become social justice-oriented change agents.
3. Know how effective collaborative video case analysis is as a method for developing preservice teachers' knowledge and skills of inclusive practices for ELLs.

Teaching Diversity to Counter Racial Bias and Promote a Positive Classroom Culture

Iglika Pavlova, University of North Carolina Greensboro

Keyword Search: Diversity, Race, Online

Educators must purposefully design activities to reduce racial bias as a curriculum that does not explicitly address racial issues can even increase student racial bias (Donovan et. al, 2019). Learning accurate information on human biological diversity can reduce racial bias and can be combined with approaches to promote

a growth mindset and reduce stereotype threat. The session introduces a start-of-semester module on race used to establish a positive classroom culture and productive active learning in groups. The module is helpful for online learning, especially in the COVID era to engage students who have not chosen the online format.

Learning Outcomes:

1. Describe specific benefits of social diversity in group work.
2. Outline biological facts that undermine the existence of human races.
3. Reflect on how the presented strategies to reduce racial bias can be used in their own work (courses, faculty development, or administrative unit).

Through the Social Justice Lens: Cases from Language and Literatures

Amanda Petersen, University of San Diego

Iván Eusebio Aguirre Danancou, University of California, Riverside

Brian Gollnick, University of Iowa

Christine Baker, Temple University

Carolyn Wolfenzon Niego, Bowdoin University

Lauren Reynolds, University of North Alabama

Keyword Search: Social Justice, Inclusive Classroom Community, Urgent Topics of Today

This presentation is a practical approach to why social justice and inclusion is crucial in our classrooms using the example of language and literature classrooms. We present case studies on how we decolonize our approaches by centering blackness, women and trans* authored texts, and historically racially stigmatized figures. We break traditional dynamics of translation in both literary and community activist translation and reveal the urgent lessons of even the traditional canon in our classroom praxes. We will explore concrete ways that, even with varied linguistic abilities, we create learning communities online to incorporate social and racial justice, develop tactics for discussing challenging topics online, and apply pedagogical frameworks that support our practices.

Learning Outcomes:

1. Explain why diversity matters even in fields that are not historically social justice based with pedagogically appropriate theories.
2. Apply concrete ideas for activities to bring in social justice into their (online) classrooms.
3. Craft an online appropriate model of dialogue and discourse on race and social justice.

Stimulate Interest and Motivate Learning Through Multiple Means of Engagement

Karen Pezzolla, Bloomfield College

Keyword Search: UDL, Multiple Means Of Engagement, Equity Opportunity For Learning

A college professor is charged with meeting the needs of students from diverse backgrounds and as a result, students step into the classroom with multiple learning needs. The question then becomes, how to ensure all students have equitable access to learning. This can be a daunting task specifically when course delivery is online. You can create an online learning environment that challenges, excites and motivates learners. One way to stimulate interest and motivation for learning and increase active participation by both students and the instructor is through multiple means of engagement, one principle of the UDL framework.

Learning Outcomes:

1. Explain the third principle of the UDL framework, multiple means of engagement.
2. Identify strategies for providing multiple means of engagement in an online learning environment.
3. Identify strategies for providing multiple means of engagement in an online learning environment.

Using Metaphor as pedagogical tool, the Rubik's cube and Understanding Cultural Diversity

Jacqueline E. Romano, California State University, San Bernardino

Keyword Search: Cultural Diversity, Metaphor, Pedagogical Tool, Rubik's Cube

Future educators face challenges trying to meet the diverse needs of students in schools. However, gender, racial, ethnic, cultural, linguistic, religious diversity falls short if limited to these six facets. As cultural, ethnic, language, and religious diversity increases in the United States, the challenges of educating students deepens. Using the metaphor of the Rubik's Cube as a pedagogical tool can point to a better understanding that a student has more than six facets. Understanding "diversity" in the classrooms, educators can better serve the social-emotional and academic needs of the students.

Learning Outcomes:

1. Discuss the definition of diversity from various perspectives (e.g., multidisciplinary -sociopolitical context and education).
2. Identify limitations to facets of diversity beyond constructs such as gender, race, culture, language, ethnicity, religion, age.
3. Transfer information into their own disciplines utilizing the Rubik's metaphor when addressing issues of diversity within their own practice by labeling various facets of diversity on a cube (hand-drawn, handout).

Designing Inclusive Online Learning Environments for Minoritized Students

Melissa L. Salazar, CEO ESCALA Educational Services Inc

Alena Yastchenko, Central Washington University

Flor Madero, Angel State University

Keyword Search: Minoritized Students, Online Learning, Culture

Minoritized students in higher education fare poorly in online learning environments compared to face-to-face teaching (Yeboah and Smith, 2016), and researchers and instructors are just beginning to understand the complexity of

factors that impact minoritized student engagement and interaction online (Plotts, 2020). The presenters of this session will present the results of their analysis of more than 30 online courses in 6 different minority-serving institutions, and show how patterns of disengagement can occur online for non-dominant cultural learning frameworks. Participants will receive an Inclusive Top 5 Ways to Design for Inclusivity so that they can be more intentional in creating assignments, discussion policies and interactions that foster success for students multiple cultural learning frameworks.

Learning Outcomes:

1. Be able to explain one way cultural frameworks differ in higher education in terms of purpose for learning, communication, and role of teacher.
2. Describe one-way engagement, communication, or motivation gaps occur for non-dominant cultural learning frameworks online.
3. Describe one specific shift they can make to an assignment, policy, or environment improve online learning for minoritized students.

Increasing Marginalized Student Success Through the Frederick Douglass Institute

Shavonne Shorter, Bloomsburg University

Robert J. Green, Bloomsburg University

Carolyn Reid-Brown, Bloomsburg University

Erin Brummett, Bloomsburg University

Keyword Search: Diversity, Access, Equity

The Frederick Douglass Institute provides students with the opportunity to learn about social justice. Students participate through high-impact practices both in the classroom such as the learning community, or out of the classroom through a debate team, career mentoring program, and presenting research at conferences. Most students who participate are marginalized students. We have found that participation has led to higher GPA's, rates of retention, and graduation rates as compared to non-Institute students. We will share how our programs have developed, evolved, and bolstered our underrepresented students. We will then show participants how to develop similar programming.

Learning Outcomes:

1. Understand the purpose of the Institute and its programs.
2. Recognize how the Institute's programs have bolstered the success of underrepresented students.
3. Learn how to establish like programs at their campuses.

Land Acknowledgements: Making them Meaningful and Appropriate

Corrie Whitmore, University of Alaska, Anchorage

Keyword Search: Land Acknowledgement, Indigenous Student Success, Course Culture

Land acknowledgements in higher education contexts can be controversial. Some believe that recognizing the Indigenous people whose land has become the site of

our work is meaningful and fights the erasure of uncomfortable history, while others – including some of our Indigenous colleagues and students – feel that these acknowledgements exist mostly to help white people feel better about themselves. This presentation asserts that – when done well – land acknowledgements are an important first step in decolonizing pedagogy and provides guidance and resources for participants interested in developing land acknowledgements to use in their own work.

Learning Outcomes:

1. Describe how and why land acknowledgements are used.
2. Identify three key components of a land acknowledgement.
3. Draft a land acknowledgement for personal use.

A Review of Online Case Study Modules “Seeking Equity: Racism as a Social Determinant of Health

Christina Yongue, University of North Carolina Greensboro

Crystal Dixon, University of North Carolina Greensboro

Keyword Search: Racism, Online, Equity

Online case study modules were developed to demonstrate how racism is a social determinant of health in healthcare and community settings. It includes multiracial community leaders in a series of videos who discuss solutions to health disparities in cancer care and food insecurity. Our pilot evaluation demonstrated that undergraduate students understood (1) the complexity of racism in institutions and communities, and (2) new methods of seeking equity. Students made recommendations for improving their overall degree program based on these modules. After this presentation, participants will have a promising, new teaching tool to equip students on ways to address racism.

Learning Outcomes:

1. Enhance their lesson plans with an innovative case study that addresses racism as a social determinant of health.
2. Describe two examples of ways communities organized to eliminate racial health disparities.
3. Create new, safe discussions on racism and health among multi-racial student groups.

PRESENTATION LISTING BY LEAD AUTHOR'S LAST NAME:

Culture Survey to Assess LatinX inclusion in STEM Fields at a HSI

Kevin Alicea-Torres, University of Puerto Rico at Humacao

Josee Vedrine-Pauleus, University of Puerto Rico at Humacao

Ayesha S. Boyce, University of North Carolina Greensboro

Lilliam Casillas-Martinez, University of Puerto Rico at Humacao

Keyword Search: Hispanic Serving Institution, Inclusive Excellence, Culture Survey

Inclusion is a main force for student retention at any Hispanic Serving Institution (HSI). To understand how inclusion is perceived by both students and faculty at the University of Puerto Rico-Humacao (UPRH), a culturally-sensitive climate was designed, validated and imparted. Most students and faculty felt a sense of belonging and a strong scientific identity at UPRH. However, faculty recognized a lack of inclusive and equitable environment in their departments. While the analysis of the climate survey is still in progress, we already implemented several virtual strategies like learning communities and mentoring programs to promote inclusive excellence at the institution.

Learning Outcomes:

1. Learn about strategies to promote inclusive excellence at a Hispanic Serving Institution.
2. How culture affects science and learning.
3. Develop a culturally-sensitive survey for their institution.

Annotation for Deep Learning

Gregory Allar, Oakland University

Keyword Search: Deep Learning Positive Learning Environment, Unconditional Positive Regard

For many students comprehending a complex text is a challenge. Research shows that

one retains more when actively engaging and interacting with texts, as opposed to simply reading and re-reading without a clear purpose. Effective strategies engage the brain and force it to interact with the text before, during and after reading.

Hypothes.is is an annotation application that instructors can use to enhance reading comprehension of digital materials, materials published on the web, for students and promote “deep learning”.

Learning Outcomes:

1. Develop annotation strategies to enhance reading comprehension.
2. Plan activities that engage and motivate student learning.
3. Design annotation strategies to promote “deep learning”.

Training Mental Health Clinicians Through Effective Practicum Teaching Strategies

Sinem Akay-Sullivan, Sam Houston State University

Keyword Search: Mental Health Care Professional, Practicum, Effective Teaching Strategies

Gaining a master's degree is the minimum requirement to become a mental health care

professional such as counselor, social worker, and psychologist. Most programs include a practicum class in their curriculum to provide hands-on experiences under close supervision. Although this is an important first-step towards good clinical skills, teaching effectiveness in practicum courses is an overlooked topic. This presentation

will include results of a survey and interviews to discuss the challenges of practicum classes and effective teaching strategies. The presenters will discuss how the results from counseling students can apply to other disciplines such as social work and psychology.

Learning Outcomes:

1. Understand the challenges related to providing hands-on clinical experiences for students for the first time as mental health professionals-in-training.
2. Learn about practicum student experiences in a counseling program through the results of a survey and interviews.
3. Gain knowledge in best teaching practices to help mental health professionals-in-training to become prepared for their future work with clients.

"Covidly" So - Pandemic Perspectives of Pupils and a Professor

Marie Allsopp, Purdue University

Keyword Search: Pandemic, Reflections, Lessons Learned

Recently, there have been a growing number of scholarly articles, in which professors have pondered on pandemic pedagogies in the wake of the public health crisis. This presentation describes differences between student and instructor perceptions and preferences during the pandemic. It also highlights how an awareness and understanding of diversity of viewpoints can contribute to the tailoring of pedagogical practices to promote progress.

Learning Outcomes:

1. State two perspectives held by undergraduate students toward the pandemic.
2. Describe two ways that the views of faculty differed from students with respect to pandemic pedagogy.
3. Explain two lessons learned in response to student perceptions that professors can integrate into teaching in the "new normal".

Friends, Students, Classmates, Lend me Your Peers: TBL Peer Evaluations!

Marie Allsopp, Purdue University

Keyword Search: Team-Based Learning, Peer Feedback, Student Accountability

One of the hallmarks of team-based learning, a theoretically sound and evidenced-based pedagogy, is the importance of student accountability. The implementation of peer evaluation enables students to offer feedback to their teammates on "individual performance", "team performance", and overall "contribution to the team." Ideally, the peer evaluation process should include quantitative and qualitative measures to ensure comprehensive evaluation. One of the primary goals of team-based learning is to assist students in offering significant and beneficial feedback. A thematic analysis of peer-evaluations from a spring 2020 undergraduate course revealed that recommendations included pre-class preparation, limiting multitasking, and being more vocal.

Learning Outcomes:

1. State three lessons learned from implementing peer-evaluation feedback into a team-based learning course for the first time.
2. List two benefits to students of conducting peer-evaluation in a team-based learning course.
3. Explain two benefits to faculty of conducting peer-evaluation in a team-based learning course.

Assessing Student Reflection: If We Grade It Will They Learn?

Bridget Arend, University of Denver

Keyword Search: Assessment, Reflection, Instructional Strategies

Instructors across disciplines want students to engage in reflection, develop reflective practices, and draw deeper learning from courses activities. Especially during current distanced and disrupted circumstances, the role of reflection in learning takes new importance. Yet reflection can be a very personal process, containing great variety in purpose and structure, often with delayed long-term impact. How should we best evaluate student reflection through assessment and grading? Do some assessment methods go against the very nature of reflective practice? In this session, we will explore (and reflect upon) the literature about assessing reflection, discussing cautions and proposed best practice.

Learning Outcomes:

1. Identify the role of reflection in learning in their context.
2. Explain major concerns about assessing reflection.
3. Analyze their own reflection assessment practices in relation to emerging best practice.

Where's My Inbox? Digital Literacy Challenges a Student Success Intervention.

Deb Baker, Manchester (NH) Community College

Keyword Search: Digital Literacy, Student Success, Fail Forward

The plan: new liberal arts majors would be connected with a peer Learning Success Mentor (LSM) who would share evidence-based learning science tips and information literacy concepts via college email in a student friendly format with easy to digest bullet points, memes and cute animal photos. Students would be invited to share their thoughts and connect with peer LSMs at office hours in the Learning Commons for further coaching. What happened: mentees didn't engage, but we gained insights that helped us "fail forward." Attendees will analyze their own "failed" program or intervention and discover ideas for failing forward.

Learning Outcomes:

1. Identify assumptions about communications and digital literacy, and/or identify potential data discrepancies impacting student success initiatives at their institutions.
2. Determine what specific insights from a disappointing student success project or initiative could help them "fail forward."
3. Begin to plan how to "fail forward" a creative student success intervention that doesn't go as planned, with support from your session partner and other colleagues.

Exploring Students' Perceptions of Learning Partnerships within a Diversity Course

Adam Barragato, University of Michigan

Natasha Watkins, Purdue University

Keyword Search: Learning Partnerships, Marginalized Populations

The learning partnerships model (LPM) is a pedagogical framework designed to promote

students' development from authority-dependent to interdependent, co-constructors of knowledge who situate learning within their experiences (Baxter Magolda & King, 2004). Diversity courses focused on controversial issues may provide students with particularly powerful opportunities to evolve their internal belief system and hone their voice (referred to as self-authorship). We share results from a qualitative study exploring how students with multiple, marginalized identities perceive a diversity course grounded in the LPM. Strategies are offered for how instructors can enhance learning partnerships with students, particularly in courses with controversial content.

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Learning Outcomes:

1. Explain the role of the learning partnerships model in advancing students' development of self-authorship.
2. Evaluate potential reasons students respond negatively to instructors' learning partnership strategies.
3. Identify at least three strategies for enhancing learning partnerships with students in their courses.

High-Quality Online Design, Teaching, & Learning for Students with Low-Bandwidth Access

Michelle Bartlett, North Carolina State University

Keyword Search: Online Teaching, Low Bandwidth, Student Engagement

Whether your course is designed online with advance notice or you transitioned through apid Online Teaching and Learning (ROTL) due to the worldwide pandemic of COVID 19, you most likely have students with low-bandwidth or intermittent internet access. Designing, teaching, and learning in online classes can still be engaging and efficient when designed for low-bandwidth students.

Learning Outcomes:

1. At the conclusion of this activity, participants will be able to determine the importance of online course design for students with low-bandwidth access.
2. At the conclusion of this activity, participants will be able to identify strategies to implement engagement with instructors, peers, and content for students with low-bandwidth access.
3. At the conclusion of this activity, participants will be able to develop their own learning plan that engages students with low-bandwidth access.

Developing Student Interpersonal Skills and Competencies: Employer Perspectives

Silvia Bartolic, University of British Columbia

Hailey Craig, University of British Columbia

Lisa Chang, University of British Columbia

Keyword Search: Student Employability, Curriculum Renewal,Interpersonal Skills

The current job market is becoming increasingly more difficult and competitive for recent graduates. This project conducted a curriculum evaluation by consulting with employers through interviews/surveys and found several key interpersonal skills sought-after by employers working within family studies fields. Preliminary findings reveal that there is a gap between the interpersonal skills and competencies taught in a classroom and those required and sought after in a workplace environment. This presentation provides suggestions to instructors on what career development needs should be implemented within their courses to meet the needs of employers and to better equip students for the workforce.

Learning Outcomes:

1. Show how the process of assessing stakeholder needs informs curriculum renewal.
2. Identify core competencies and interpersonal skills employers seek from recent graduates working with families.
3. Understand how instructors can facilitate best practices for applying learned knowledge to real-world contexts.

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Meeting Students' Expectations of Feedback Through Learning Analytics

Silvia Bartolic, University of British Columbia

Lisa Chang, University of British Columbia

Hailey Craig, University of British Columbia

Keyword Search: Effective feedback, Personalized Feedback, Learning Analytics

This presentation presents the findings of an ongoing pilot study that examines the use of learning analytics (LA) to enhance students' motivation, learning, and participation. As class sizes in higher education institutions continue to increase, instructors experience difficulty delivering effective personalized feedback to students. However, LA tools help instructors compile information from the university's learning management system to personalize support and target specific learning needs. The goals of this presentation are to describe students' perceptions of effective feedback and explore how LA tools met their learning needs.

Learning Outcomes:

1. Explore students' perceptions of effective personalized feedback.
2. Understand the purpose of learning analytics tools and how they work.
3. Examine how learning analytics tools meet students' learning needs.

Caught! Incorporating Universal Design in Course Syllabi to Enhance Engagement

Jennifer Bautel Williams, East Carolina University

Laura Howell King, East Carolina University

Keyword Search: Universal Design for Learning, Syllabus Development, Accessibility

Capturing student attention during the opening days of class is important for maximizing student engagement. By integrating universal design for learning principles and proactively addressing accessibility options in the course syllabus, faculty and professors ensure student access to the course requirements and expectations. This sets a foundation for student success. Participants in this poster session will learn a variety of ways to integrate multiple means of representation, engagement, and expression into an online course syllabus. While example syllabi will focus on Education, the UDL elements illustrated will be applicable across majors.

Learning Outcomes:

1. Identify and describe UDL principles present in an online syllabus.
2. Expand accessibility options for an online syllabus.
3. Incorporate a variety of UDL elements in a draft syllabus.

Teaching and Learning During COVID-19

Benjamin Becerra, California State University San Bernardino

Paulchris Okpala, California State University San Bernardino

Monideepa Becerra, California State University San Bernardino

Keyword Search: Virtual Teaching, Equity in Teaching, Student Engagement

COVID-19 has brought to attention the way we teach, interact, and even development our deadlines and rubrics for courses. Finding the balance between implementing novel teaching modules while maintaining the integrity of the content needed can lead to instructor fatigue; which can in turn translate to student engagement in the virtual classroom. Coupled with such are the unique needs of students with diverse background and those lacking technological resources. This session will address preventing instructor fatigue, finding a working and effective balance of course assignments and modes of lecture delivery, while enhancing and addressing equity in student learning outcomes.

Learning Outcomes:

1. Describe best practices in student engagement in virtual teaching.
2. Identify ways to lower instructor fatigue during virtual teaching.
3. Discuss equity issues in virtual teaching

8 Ways to Promote Active Learning in Synchronous Online Classrooms

Lisa Bergson, Bridgewater State University

Keyword Search: Active Learning, Instructional Strategies, Student Engagement

Instructors often find it challenging to engage students and promote active learning in synchronous online classrooms. Many students feel isolated, disconnected or struggle with online learning. Synchronous online courses that incorporate active learning can combat this and enhance student learning. In this interactive session, participants will learn about and experience firsthand eight proven ways to promote active learning in a synchronous online environment. Participants will learn how to build community, engage students, and discover innovative ways they can incorporate active learning strategies in their online synchronous classrooms to enhance learning and promote student engagement.

Learning Outcomes:

1. Explain several active learning strategies that provide greater student engagement and enhanced learning in synchronous online classrooms.
2. Identify ways to incorporate one or more active learning strategies into their own courses.
3. Create more engaging synchronous online courses by incorporating these eight active learning strategies into their courses.

Online Teaching: The Balancing Act of Synchronous and Asynchronous Delivery

David Betancourt, Cerritos College

Keyword Search: Online Teaching, Synchronous Teaching, Asynchronous Teaching

Synchronous and Asynchronous Delivery have benefits and challenges. This session will provide an opportunity to reflect on the benefits and challenges of each delivery method while also compiling best practices. Time will be dedicated to searching out the optimum balance between the methods that empowers faculty with the ability to best serve student needs in a virtual platform.

Learning Outcomes:

1. Identify synchronous and asynchronous delivery models.
2. Identify benefits and challenges of synchronous and asynchronous delivery models.
3. Develop a plan to implement a teaching strategy based on a synchronous or asynchronous delivery practice.

A Conversation on Teaching Students to Think Critically

Shawn M. Bielicki, Liberty University

Alexandra Barnett, Liberty University

Keyword Search: Critical Thinking, Information Literacy, Problem Solving

Critical thinking is the process of finding what pre-conceived notions exist, examining and contemplating content through various lenses, and formulating opinions that can be reflected upon (Brookfield, 2012). Educators recognize the value of critical thinking and generally agree that it should be taught; but how so remains less congruent. Should it be a required course or infused across the curriculum? Can it be developed? If so, which tactics or strategies work?

This round table takes a deeper look into critical thinking, discusses applications and methodologies, and provides participants with a platform to share their experiences.

Learning Outcomes:

1. Clarify what is meant by the term “critical thinking” and recognize its value as a core competency and interdisciplinary skill.
2. Implement various methodologies for students to develop critical thinking skills through classroom reading, note-taking, and writing.
3. Incorporate pedagogical techniques in teaching students to think critically through discussion, questioning, and experiential learning.

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Implementing a Faculty Orientation & Onboarding Program to Increase Student Success

Chelsea Biggerstaff, Austin Community College

Michelle Fitzpatrick, Austin Community College

Keyword Search: Faculty Onboarding, Faculty Development, Orientation

Austin Community College's new semester-long faculty onboarding program delivers a 3-day orientation and monthly sessions to launch new faculty into a successful career. Learn details about the development, data, lessons learned, and suggestions for implementing a similar program at your institution. Participants will discuss ways to improve their onboarding process and hear faculty testimonials.

Learning Outcomes:

1. Describe a successful new faculty orientation and onboarding program.
2. Develop a plan to improve your faculty onboarding process.
3. Identify key stakeholders that can contribute to your success.

Reacting to the Past: Effects on Student Learning and Engagement

Robert Bledsoe, Augusta University

Kailea Manning, Augusta University

Deborah Richardson, Augusta University

Keyword Search: RTTP, Active Learning, Student Engagement

Reacting to the Past (RTTP) is an active-learning pedagogy utilizing elaborate role-playing games. Research suggests that it produces improvement in a variety of academic and social outcomes. This study examined the effect of RTTP on perceived student learning and engagement. Students participating in the RTTP experience showed significant increases in learning and engagement when compared to students in similar courses that did not include RTTP. The presentation will report the findings and consider pedagogical consequences of the study's findings on specific aspects of student learning and engagement.

Learning Outcome:

1. Describe RTTP as a unique active learning pedagogy.
2. Understand the value of RTTP in promoting engaged learning.
3. Describe potential interventions to improve student engagement.

Building Social Presence and Community: Strategies For Online Learning Success.

Carey Borkoski, Johns Hopkins University

Brianne Roos, Loyola University Maryland

Keyword Search: Community, Belonging, Online Learning

Building community in online learning fosters connections, promotes engagement and active learning, supports knowledge construction, and cultivates opportunities to share multiple perspectives. The community of inquiry framework for online learning suggests attention to cognitive, teaching, and social presences. Social presence is the ability of learners to be seen and for their personal characteristics to be valued in a community; social presence exists when individuals present their authentic selves. Community and social presence are fostered through connection, coordination, collaboration, and communication. Each area will be explored with practical suggestions for implementation that are supported by evidence and experience.

Learning Outcomes:

1. Describe the elements critical to building community in online learning.
2. Elucidate the benefits of building community.
3. Identify strategies for cultivating connections in our learning communities; apply relevant strategies for connection, coordination, collaboration, and communication to individual contexts.

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Experiential Education in the Graduate Classroom: Utilizing Vignettes

Dawn Botts, Appalachian State University

Jennifer Buff, Appalachian State University

Keyword Search: Experiential Education, Vignettes, Graduate Student Education

This study examined the impact of experiential education through the utilization of vignettes on graduate student knowledge, skills, and attitudes in the area of written language disorders. Administration of pre- and post-tests, class surveys, and focus group interviews indicated significant improvement in graduate student knowledge, skills, and comfort level regarding written language disorders.

Learning Outcomes:

1. Describe experiential education.
2. Explain the use of vignettes in experiential education.
3. Describe ways in which theoretical knowledge can be transformed into active clinical understanding by graduate students.

Cultivating Resilience in the Classroom Utilizing Gratitude and Reflective Writing

JoAnne Bullard, Rowan University

Keyword Search: Resilience and Gratitude, Classroom Engagement, Well-Being

As stressors of college tend to be heightened, it is important for students to be prepared to apply coping strategies to enhance their personal and academic well-being. This presentation will address the benefits of cultivating gratitude and implementing reflective writing practices for college students in traditional and online learning environments. Learning to effectively utilize these strategies could assist with enhancing self-awareness and mindfulness practices of students, leading them to become more efficient with self-regulation and resiliency (Dyson & Renk, 2006; Dvořáková, Greenberg, & Roeser, 2019). Active learning strategies that can be applied in the classroom will be provided.

Learning Outcomes:

1. Understand the benefits of reflective writing and ideas for practical applications.
2. Develop strategies to enhance course delivery by incorporating self-awareness practices in classroom settings.
3. Learn strategies to enhance overall well-being for college students.

Creating Virtual Engagement Using Padlet in the Time of COVID-19

Martha Brown, North Carolina State University

Kimberly Bush, North Carolina State University

Keyword search: Padlet, Student Engagement, Virtual Learning

During a global pandemic, practitioners have had to abandon traditional teaching methods and find creative ways to reach their students. Using Padlet for Sport Administration has provided meaningful engagement opportunities for the students and the instructor while applying concepts of leadership to current events within the sport landscape. Utilizing Padlet allows students to drive the discussion, and anonymity provides an outlet for all students, including those who would typically remain quiet in class. The purpose of this session is to introduce the platform Padlet and provide examples of the positive learning environment it provided for the instructor and students.

Lesson Outcomes:

1. Articulate an understanding of the platform Padlet.
2. Provide two examples of how the participant could use Padlet in their learning environment.
3. List two benefits of utilizing Padlet.

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Tips for Designing an Accessible Online Course

Sheryl Burgstahler, University of Washington

Keyword Search: Disabilities, Universal Design, Online Learning

As the pandemic shows no signs of easing up, institutions will continue to need to offer online options for courses and services. In their rush to evolve on-site to online offerings, one issue is often overlooked: how to ensure that digital options are fully inclusive of students with disabilities. This presentation will provide 20 evidence-based tips on how to deliver an online course that is accessible to all students, including those with disabilities.

Learning Outcomes:

1. Describe the meaning of universal design (UD) in the context of online learning.
2. Describe three strategies for making an online course accessible to all potential students.
3. Discuss how the UD framework can be adopted by an institution.

Time for Contemplation in Online Learning & Teaching

Kathryn Byrnes, Bowdoin College

Keyword Search: Contemplative Pedagogy, Metacognition, Reflection

The pressure to do, to produce in the academy is at odds with the design of higher education as a place to think and to be in community. How could our course design utilize the opportunities of online learning to make space for metacognition, create pauses for reflection, and integrate what students are learning with prior knowledge and skills? How can we re-engage with contemplative pedagogy? Participants will engage in the experience of contemplative learning to explore how contemplation could support their work as educators and scholars, and their students work as learners.

Learning Outcomes:

1. Describe the benefits of metacognition, reflection and integration in the process of learning.
2. Analyze the essential features of contemplative pedagogy.
3. Propose one pedagogical tool they could employ to support student learning.

Example-based Learning: Online Instruction + Support in Higher Education Settings

Karen Caldwell, SUNY Potsdam

Keyword Search: Example-Based Learning, Cognitive Load, Expert-Novice Continuum

Many learners from undergraduate to doctoral levels have limited schema and skills required for 21st century competencies such as information literacy and academic communication. Non-native speakers of English carry additional cognitive load during information problem-solving, and doctoral students face similar challenges during the academic writing process. Example-based learning (EBL) scaffolds schema and skills development in ill-structured learning domains and supports learners' cognitive load management. I'll share findings and lessons learned from computer-mediated EBL instructional interventions in two contexts: information problem-solving for Arabian Gulf undergraduates, and academic citing with precision for US doctoral students at a Tier 1 research institution.

Learning Outcomes:

1. Describe 3 types of example-based learning activities.
2. Recognize boundary conditions for EBL activities for novice and expert learners.
3. Identify elements of EBL in their own instructional practice.

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Web-based Team Teaching in Troubling Times: C'mon and Zoom!

Sean Camp, Utah State University

Susan Egbert, Utah State University

Keyword search: Team Teaching, Zoom, Web-Broadcast

Present pandemic-related circumstances have created unique challenges for educators and students alike. Team teaching and collaborative course design can effectively mitigate feelings of isolation and disconnection, and enhance student engagement within a web-broadcast education context. This interactive zoom-based presentation illustrates and models practical strategies for utilizing team teaching methodology through delivery platforms such as Zoom. Content and discussion focus on student participation and active learning, curriculum- and technology-related issues, and challenges inherent in synchronous web-based course delivery.

Learning Outcomes:

1. Identify framework, benefits, and challenges of team teaching in a synchronous web-broadcast platform.
2. Recognize strategies for planning, preparing, and delivering team-taught, web-broadcast instruction.
3. Apply strategies for engaging students and mitigating isolation and disconnection in a web-broadcast format.

A Method for Getting Real-Time Feedback During Synchronous On-line Teaching

Julie Campbell, Illinois State University

Keyword Search: Student Feedback, Interactive Activities

This session will introduce the learning platform, Nearpod, and how it can be used to solicit feedback from students while teaching remotely via Zoom. Instructors who are teaching synchronously online may find a lack of feedback from students. Often, there is not even facial feedback if cameras are off. An online teaching platform allows students to remotely participate in lecture by responding to live prompts. An introduction to Nearpod and examples from college courses will be shown. Using their own devices, participants will participate in a lesson using Nearpod. The session will provide information for using Nearpod across all disciplines.

Learning Outcomes:

1. Use an online teaching platform while using Zoom to lecture.
2. Create a lesson in Nearpod.
3. Solicit feedback from students using multiple interactive activities.

Providing Student Feedback that Enhances Learning and Motivation

Ann-Marie Castille, Nicholls State University

Keyword Search: Feedback, Motivation, Performance

This session will include a presentation of research findings on the effects of performance feedback on motivation, learning, and performance and best practices on providing effective feedback to students. Participants will learn about methods of structuring feedback messages to promote learning rather than discouragement or stagnation. These methods include mixing feedback valence, assigning stretch goals, providing elaborative feedback, and assigning tasks of incremental difficulty levels. The outcomes of providing relative feedback (i.e., feedback about performance in comparison to peers) will also be discussed. Participants will practice formulating effective feedback messages relevant for their subject.

Learning Outcomes:

1. Formulate positive feedback messages that incorporate ability-based stretch goals.
2. Formulate negative feedback messages that include elaborative feedback and rubric usage.

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3. Structure the order of their course assignments and feedback messages to enhance student motivation.

Leveraging Industry-University Collaborations in the Development of Academic Programs

Ken Chadwick, Nicholls State University

Luke Cashen, Nicholls State University

Keyword Search: Industry-University Relationships, Program Development, Program Redesign

Increasingly, evidence suggests graduates do not possess critical skills in the areas of career readiness, which translates into accusations the current higher education system fails to meet employer needs. The primary mechanism for improving these outcomes is via industry-university collaboration. This presentation provides a framework for building these relationships with the intent of revising existing or delivering new academic programs. The framework and guidelines offered are applicable to a multitude of academic areas considering these collaborative relationships. Embracing this collaborative model increases opportunities for programs to elevate their impact and, ultimately, deliver greater value to students and employers.

Learning Outcomes:

1. Understand the process for developing and implementing industry-university collaborations in academic program development.
2. Understand the value of, and the need for, industry-university collaborative relationships in higher education today.
3. Understand how industry-university collaborative relationships for revisions to existing academic programs or the development of new academic programs is critical to the strategic plans of programs, colleges, and universities.

Addressing the Gaps of Remote Instruction with Multiliteracies Pedagogy

Lisa Chang, University of British Columbia

Silvia Bartolic, University of British Columbia

Hailey Craig, University of British Columbia

Keyword Search: Remote Instruction, Pedagogical Models, COVID-19

The emergency transition to remote instruction during the pandemic greatly impacted higher education institutions around the world. These sudden shifts to teaching and learning renew the call to draw from pedagogical frameworks that enhance in-person and online instruction. In 1996, the New London Group argued for the implementation of multiliteracies pedagogy to cope with increased diversity in classrooms and the growing impact of technology on teaching. This presentation highlights the need for multiliteracies pedagogy in higher education contexts in light of the concerns raised about remote instruction in an institutional study.

Learning Outcomes:

1. Understand the challenges instructors and students faced during the transition to remote instruction in March 2020.
2. Identify the core tenets of multiliteracies pedagogy.
3. Understand how the multiliteracies lens applies to the changing landscape of instruction in higher education.

Online Focus Groups for Program Planning, Evaluation, Research (and Pandemics)

Diane Chapman, North Carolina State University

Keyword Search: Focus Group

We selected virtual focus groups as the primary methodology for undertaking needs assessment with faculty across North Carolina. Web conferencing and a brainstorming

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software allowed for valid and reliable data collection, anonymously and at a distance. This session will explore processes and suggest strategies. Participants will be introduced to the technologies and then invited to participate in a real-time focus group. A debrief via discussion will then occur about how this methodology can be used not only in needs assessment, but for program planning, research, and student learning.

Learning Outcomes:

1. Describe some best practices for administering online focus groups.
2. Participate in an online focus group using web-conferencing combined with a third party app.
3. Design online focus group protocol.

Encouraging Intrinsic Motivation with Classroom Currency

Robert Chatt, Westfield State University

Keyword Search: Classroom Currency, Student Motivation, Finance Course

During the Spring 2020 semester, classroom currency was introduced into a senior-level Corporate Finance course as a means of motivating student participation and engagement in course material. The preliminary results suggest that this technique is effective and that students are receptive to it. Students reported a 21.5% increase in the number of times they participated in class on average and 94.4% of students indicated that the integration of currency increased the likelihood that they would attend class. Students also reported being satisfied with classroom currency as a pedagogical tool, assigning it a satisfaction score of 7.4/10.

Learning Outcomes:

1. Identify the motivational impact of classroom currency.
2. Integrate classroom currency into existing course structures.
3. Develop individual lessons based on classroom currency.

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2. Identify the core tenets of multiliteracies pedagogy.
3. Understand how the multiliteracies lens applies to the changing landscape of instruction in higher education.

Strengthening Student Learning by Leveraging University and Community Resources

Leslie Cizmas, Texas A&M University

Keyword Search: Active Learning, Marginalized Students, Career Preparation

College campuses and communities often offer a variety of learning opportunities outside of the classroom setting that can be leveraged to support classroom learning.

Examples of these opportunities include campus health and wellness trainings, and community businesses with employees who can offer career advice. Students who are first in their family to go to college benefit from additional types of support. The presenter will discuss how they have integrated a variety of campus and external resources into undergraduate and graduate course content, to increase active learning and help all students prepare for and careers in their chosen field.

Learning Outcomes:

1. Identify resources that could be integrated into their own courses in a variety of disciplines.
2. Appreciate how various external student learning opportunities enhance the course material.
3. Specify key external learning opportunities to enhance the success of students who are first in their family to go to college.

Mindfulness-Based Strategies for Improving the Teaching and Learning Experience

Leslie Cizmas, Texas A&M University

Keyword Search: Mindfulness, Stress Reduction, Stress Management

The practice of mindfulness has been gaining popularity in recent years to manage stress and improve well-being in our increasingly complex world. This session will discuss recent research on the benefits of mindfulness, and will introduce mindfulness-based strategies. Participants will engage in several short mindfulness exercises that are designed to reduce stress and improve well-being. The increasing variety of mindfulness resources on university campuses will be explored, including specific resources available online that can be used to enhance teaching and learning. Participants will be able to post comments to the discussion board about the most promising resources.

Learning Outcomes:

1. Specify how mindfulness activities can benefit students and faculty.
2. Engage students in mindfulness strategies to improve student outcomes.
3. Identify appropriate mindfulness resources (including free online resources) that can benefit both faculty and students in the teaching/learning environment.

Creative Nudging

Elizabeth Connor, The Citadel

Keyword Search: Student Engagement, Nudging, Communication

A nudge is a text, email message, or app alert intended to support, encourage, and influence college students. Students are bombarded with a multitude of messages that do not necessarily support their academic success. Messages that are targeted and personalized are more likely to cause students to take action (utilize office hours, meet application deadlines, register for courses, develop resilience despite challenging situations, improve study preparation, etc.) and develop efficient habits of mind. This session will share perceptions about nudges from surveyed undergraduate and graduate students and discuss ways to incorporate nudges into existing or future course communications.

Learning Outcomes:

1. Identify and compare benefits/drawbacks of various high-tech and low-tech nudges.
2. Select the channels that may be the most effective in influencing student behavior, based on survey data.
3. Reframe perceptions of nudges as encouraging and useful rather than unnecessary.

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Impacts of Remote Work on Instructors: Feeling the Burn

Kristen Conte, Baker College

Keyword Search: Virtual, Efficiency, Self-Care

Achieving work-life balance for working parents has been a long-cited challenge, but during an era of major disruption when work has become home and home has become work, navigating a dissonant symbiosis in search of equilibrium becomes increasingly crucial for mental health, as the likelihood of experiencing burn-out increases. Join me for a dynamic discussion on how we can combat the burn!

Learning Outcomes:

1. Understand the impact of remote work on themselves, as well as the family unit.
2. Identify ways to support one another during times of disruption.
3. Develop strategies and techniques to better work with managers and supervisor in order to thrive in a remote work setting.

Learn About 3 Scholarships: SoTL, Academic Development, and Learning Communities

Milton D. Cox, Miami University

Keyword Search: Scholarship of Teaching and Learning, Learning Communities, Publication of Educational Scholarship

Three relatively new areas of scholarship in higher education are the scholarship of teaching and learning (SoTL), the scholarship of learning communities (SoLC), and the scholarship of academic (or educational or faculty) development (SoAD). In this presentation we will investigate and compare these three scholarships and where faculty learning communities, communities of practice, and student learning communities locate in these scholarships. Participants will come away with examples of publications of these scholarships and journals that publish them. Participants will learn the surprising guidelines for publication of these 3 scholarships.

Learning Outcomes:

1. Describe the scholarship of teaching and learning, the scholarship of learning communities, and the scholarship of academic development.
2. Provide examples of publications in these scholarships and journals for publication.
3. Describe the guidelines for publication in these scholarships.

Fostering Student Engagement in Online Master Courses

Tiffany Cresswell-Yeager, Gwynedd Mercy University

Jennifer Aucoin, Gwynedd Mercy University

Keyword Search: Student Engagement, Online Teaching, Master Courses

Faculty who teach online may be searching for ideas on how to personalize their master course and increase student engagement. Many faculty express concerns about students who are disconnected. Personalization of master courses increases student engagement while allowing students and instructors to feel more connected during the course. From personalized weekly announcements, individualized feedback and check-ins, to dialogue creation in discussion forums, and audio feedback, there are a variety of ways an instructor can incorporate strategies that increase engagement and add personality to the course. In this chapter, the authors explore strategies to increase student engagement and provide a frame-work to implement these strategies that assist online instructors in demonstrating their personalities and expertise in master courses. Strategies can be separated into three components, engaging with the instructor, with peers and with course content.

Learning Outcomes:

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1. Explore the student engagement framework for online teaching.
2. Examine evidence-based strategies to build engagement.
3. Share ideas to implement strategies in practice.

LIS Education – Nurturing Collaborative Opportunities with Practitioners

Michael Crumpton, University of North Carolina Greensboro

Joanna DePolt, University of North Carolina Greensboro

Keyword Search: Adjunct Faculty, Field Experience, Collaborations with Practitioners

Collaboration between faculty, faculty practitioners, and practitioners enhances teaching and research opportunities, provides more hands-on learning opportunities, and improves the knowledge and experience of all of those involved. Students benefit from learning about real world scenarios to couple with theoretical knowledge. Such experience improves student outcomes and informs their professionalism.

Practitioners bring value added to the department with real-time information on new practices, trends, and solutions. Administrations recognize this value added and are striving to foster more inclusivity.

Learning Outcomes:

1. Articulate the importance of practitioners in the classrooms.
2. Understand the shifting attitudes towards collaboration.
3. Advocate for a greater presence of practitioners within any academic department.

Transitioning active learning from in-person to online in Introductory Chemistry

Anna Curtis, University of North Carolina at Chapel Hill

Carribeth Bliem, University of North Carolina at Chapel Hill

Keyword Search: Online Teaching, Active Learning, Classroom Community

Many studies show that active learning strategies increase student performance in STEM courses conducted in-person. However, less is known about the application of these strategies in an online environment. This poster describes methods for converting in-person active learning strategies used in large introductory chemistry courses to an online setting. Methods will be described for both synchronous components, like video conferences, and asynchronous components, like discussion forums. These methods can be applied in any online course, though issues related to large class sizes will be emphasized. End-of-semester student surveys will be used to measure the efficacy of each strategy.

Learning Outcomes:

1. Understand techniques for increasing community and learning in online classes taught remotely.
2. Discover ways to make the large classroom feel smaller and approachable, where all voices are heard.
3. Adapt high-structure active-learning strategies to synchronous class meetings and asynchronous class discussions.

Beyond Remote Learning: Intentional Online Instruction Through Backward Design Plus

Chrystal Dean, Appalachian State University

Keyword Search: Backward Design, Online Teaching, Remote Learning

There is a difference between emergency remote teaching and intentional online learning. Successful online learning demands thoughtful, research-based instructional design. In this presentation, I delineate what I am calling Backward Design Plus, where one must consider the environment (face-to-face, hybrid, fully online, etc.) for the macro level design instructional decisions. These macro design decisions influence the tools (texts, technology, etc) used at the micro level. In my presentation I will

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give specific examples of design decisions at the macro level, a typical design cycle at the micro level, and applications that moved these decisions forward.

Learning Outcomes:

1. Differentiate remote teaching from online learning.
2. Identify the phases of backward design.
3. Distinguish how the backward design framework must be augmented for online instruction.

Using Purposeful Pedagogies to Impact Student-Centered Environments

Shannon Dean-Scott, Texas State University

Paige Haber-Curran, Texas State University

Keyword Search: Pedagogy, Student-centered, Learning

The notion of what encompasses quality teaching is often ambiguous, and much of the research examining quality teaching based on individuals self-reporting. Yet, there is a continued emphasis on how quality teaching positively impacts the student learning experience. Presenters will discuss themes from a national qualitative study they conducted exploring educators' philosophical approach to effective teaching. Six faculty participants were interviewed and observed. Additionally, students from participants' courses were interviewed to understand how the educators' philosophies were enacted. The presenters will discuss the ways these faculty put their philosophies into practice to impact the student learning experience.

Learning Outcomes:

1. Identify two ways philosophical approaches to college teaching impacted student learning.
2. Discuss the importance of student-centered learning approaches.
3. Describe two ways their own teaching philosophy can be enacted to foster a student-centered environment.

Student Perspectives on Video Lectures in Quantitative Courses

Marta Diaz, Lake Superior State University

Keyword Search: Video Lectures, Student Perspectives, Online Instructional Strategies

In this era of online teaching, many instructors prepare videos to relay course information to students. Professors provide videos for course and weekly introductions, content lectures, and demonstration of how to solve problems. Do students watch these videos? What is the student's perspective about the usefulness of the instructional videos? This poster presentation will present findings from the student perspective on videos from several quantitative courses. Perspectives that will prompt further discussion among instructors and can be used to inform across disciplines. Findings were mixed and only about half to two-thirds of students actually viewed the instructional videos.

Learning Outcomes:

1. Discuss video lectures as an online instructional strategy.
2. Discuss the student perspectives on video lectures.
3. Discuss the findings of the poster presentation.

Best Practices of Faculty Coaching and Student Retention

Leslie Dolan, Community College of Rhode Island

Ali Khalil, Community College of Rhode Island

Charles Kell, Community College of Rhode Island

Keyword Search: Student Retention, Faculty Mentor, Teaching Strategies

At the community college level, mentoring ALP (Accelerated Learning Program) faculty further solidifies their best practices and contributes to increasing students' success, retention, and graduation rates. While traditionally mentoring has been

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conducted face to face, the presenters will mentor their fellow educators remotely this fall semester, and possibly during the 2021 spring semester—given the pandemic's impact on teaching and learning. These classroom strategies can be applied in a face to face and virtual setting. By the end of this presentation, participants will understand our well-developed ALP mentor program, and learn effective teaching strategies that build student engagement and retention.

Learning Outcomes:

1. Understand our ALP faculty mentor program.
2. Gain new teaching strategies.
3. Enrich student experience to promote student engagement and retention.

Socially-Distant and Socially-Constructed: An Inter-Institutional Faculty Learning Community

Jeni Dulek, Pacific University

Keyword Search: Community of Practice, Faculty Development, Interdisciplinary
This presentation details the development, implementation and evaluation of an interdisciplinary and inter-institutional book club and its evolution into a community of practice. The presentation will detail the motivation behind the formation of the book club, planning, recruitment of participants, structure, and implementation. Presenters will share both opportunities and obstacles encountered along the way as well as successful strategies for navigating these experiences. Methods for developing book club culture and book choice will be explored. Participants will be encouraged to consider how similar book clubs could support their own professional development and enhance their teaching practice.

Learning Outcomes:

1. Describe the formation and implementation of an online inter-institutional and inter-disciplinary faculty book club, including resources and challenges.
2. Identify the perceived benefits of book club participation for faculty's teaching.
3. Explore considerations for developing or joining a faculty book club.

Design of Virtual Reality Experiences to Replace In-Person Chemistry Laboratories

Cathi Dunnagan, North Carolina State University

Maria Gallardo-Williams, North Carolina State University

Keyword Search: Virtual Reality, Online Labs, Organic Chemistry

A set of VR laboratory experiences was designed to teach students the content of the Organic Chemistry I laboratory. The resulting first-person VR experiences are immersive and realistic, with a teaching assistant guiding the user along the steps required to complete each experiment, including feedback as needed. The VR experience was developed in WondaVR with selections made using gaze navigation. Students that tried the VR experiences reported a high degree of satisfaction and no usability barriers. These VR experiences could be useful for students who are unable to be present in lab due to disabilities or attendance challenges, like COVID-19.

Learning Outcomes:

1. Describe best practices in the designing VR educational experiences.
2. Have a basic understanding of the tools available for the development of VR content.
3. Anticipate some of the challenges related to the production and open distribution of VR materials.

Developing a Rich Learning Experience in Introductory Statistics

Mark Earley, Columbus State Community College

Keyword Search: Assessment, Statistics Course, Multiple Learning Outcomes

My goal for this presentation is to introduce participants to the idea of creating a rich learning experience that assesses multiple learning outcomes. After presenting definitions and activities from various disciplines, I focus on outlining how I created a rich learning activity for my statistics students called the "Contemporary Issues Journal." I will share student work and revisions made to the activity after the first implementation. Participants will brainstorm ideas for creating one such activity in their course throughout the presentation. Suggestions for rich learning experiences in other disciplines will be offered.

Learning Outcomes:

1. Describe a rich learning experience as one that addresses multiple learning outcomes.
2. Identify at least one of their courses for which a rich learning experience can be developed.
3. Create a plan for developing and implementing one rich learning experience in one of their courses.

Building a Reflective Community of Practice for Teaching and Learning

Steven Eberth, Western Michigan University

Lisa Singleterry, Western Michigan University

Keyword Search: Self-Reflective, Faculty Development, Instructional Strategies

Something unusual about institutions of higher learning is they can hire faculty with little to no guidance on evidence-based teaching practices. A 9-discipline, 2-country team transformed a faculty learning community into a community of practice (CoP) designed to reflect on teaching and learn evidence-based teaching approaches. Together, this diverse group discussed teaching using a common read as the catalyst. Faculty also applied a structured reflective process to inform their teaching. Results showed faculty valued the opportunity to share common teaching experiences, learn evidenced-based strategies to improve their teaching outcomes and improved their confidence in applying new strategies.

Learning Outcomes:

1. Use sequential reflective practices to inform teaching.
2. Discuss advantages of interdisciplinary CoP.
3. Appraise the feasibility of implementing a CoP at your own institution.

Video Assessment to Promote Efficacy and Integrity in Asynchronous Courses

Beth Edwards, The Pennsylvania State University

Keyword Search: Asynchronous, Assessment, Academic Integrity

Online learning is expanding rapidly in higher education, prompting concerns about the quality of learning and potential for academic dishonesty. Evidence suggests intentional assessment design can discourage academic dishonesty or render it difficult to achieve without risking detection. This presentation describes the use of very brief integrated video assessments in an asynchronous, writing-intensive course. Measures of student perceptions of efficacy and opportunities for academic dishonesty will be reported. The viability of very brief video assessment as a method for promoting student efficacy and academic integrity will be explored along with considerations for instructors considering employing this technique.

Learning Outcomes:

1. Describe the characteristics of assessment design associated with academic integrity and dishonesty.
2. Evaluate the usefulness of video assessments in asynchronous learning.

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3. Describe methods for incorporating video assessment in online or hybrid courses.

Learning from Students' Feedback from Seismic-Shift Spring: Barriers and Successes

Laura Edwards, Taylor University

Kendra Joy Thomas, University of Indianapolis

Kim Case, Taylor University

Keyword Search: Remote Learning, Virtual, Covid-19 Pivot, Educational Strategies

This presentation will describe findings from 2300 student responses to the spring 2020 course evaluations when COVID-19 necessitated students finishing the term away from campus. The following prompt was used to solicit feedback: "Think about the virtual/online instructional methods used in your courses. Which parts worked best and what barriers or challenges did you encounter?" The findings revealed what kept students motivated, assignment challenges, what they felt was beneficial, and which methods worked well. Implications for best practices in teaching will be discussed. Participants will be invited to adapt a learning activity used last term in light of students' perceptions.

Learning Outcomes:

1. Evaluate and reflect on students' perspectives and create meaning in terms of application.
2. Redesign a learning activity that they used this previous semester in light of students' perceptions.
3. Effectively evaluate current and future educational strategies.

Caring for Self While Serving Students: Trauma Stewardship for Educators

Susan Egbert, Utah State University

Sean Camp, Utah State University

Keyword Search: Trauma, Burnout, Self-Care

Secondary trauma is an inherent reality for education professionals who are exposed to the difficult stories of students and who witness their struggles and pain. Self-awareness and self-care are critical for avoiding compassion fatigue and burnout. This interactive workshop addresses: (a) recognizing and responding to trauma-reactive behavior in students; (b) sources of vicarious trauma for education professionals; (c) early warning signs of secondary traumatic stress; and (d) compassion fatigue prevention and safety planning for effective self-care.

Participatory learning and real-world application will be emphasized throughout the session.

Learning Outcomes:

1. Build understanding and recognition of trauma-reactive behavior in students.
2. Increase awareness of vicarious trauma and their ability to self-assess early warning signs of secondary traumatic stress.
3. Effectively engage in intentional safety planning and self-care aimed at preventing compassion fatigue and burnout.

CRT in Teacher Preparation: We Already Know What to Do

Ingrid Everett, Bloomsburg University

Keyword Search: Culturally Responsive Teacher Self-Efficacy; Teacher Preparation; Social Justice

Preparing student teachers in Culturally Responsive Teaching (CRT) has been proposed as a bridge between the mostly White teacher population and the increasingly racially diverse P-12 student population (Siwatu, 2007). Yet research has confirmed areas in which teachers continue to feel lacking in CRT self-efficacy (Siwatu, 2011). This presentation will highlight subject areas in which educators

commonly report low CRTSE as well as additional challenges perceived as limiting teacher effectiveness in CRTSE. Recommendations will be provided for teacher preparation program development to support new teachers in meeting the needs of their future racially diverse P-12 students.

Learning Outcomes:

1. Hold a deeper understanding of CRT in meeting the needs of racially diverse students.
2. Identify subject areas in which teachers may experience low CRTSE.
3. Identify areas which may challenge educators implementing CRT.

Exploring Accidental Competencies for a Capstone Engineering Project

Felix Ewere, North Carolina State University

Keyword Search: Accidental Competencies, Capstone Senior Design, Multidisciplinary Project

Highly regarded because of the proven learning outcomes, capstone courses provide students the opportunity to work on real-world engineering projects. However, the dilemma observed is that due to gaps in required competencies students struggle to perform well in these projects and oftentimes the project objectives are not achieved. On the other hand, students also acquire accidental competencies, i.e. competencies not linked to targeted instruction of stated learning outcomes in the curriculum. This poster will share findings from a pre-survey that explored the accidental competencies Aerospace Engineering seniors acquired prior to the capstone senior design course.

Learning Outcomes:

1. Recognize accidental competencies acquired by students in an Engineering capstone project.
2. Categorize sources where students acquired these accidental competencies.
3. Identify perceived accidental competencies level of Engineering Students.

Assessment as a Learning Opportunity

Emily Faulconer, Embry-Riddle Aeronautical University

Keyword Search: Feedback, Summative Assessment, Underperforming Students

High quality feedback is well-known to provide multiple student benefits, especially if students are provided the opportunity to apply the feedback. It reasons, then, that we can support student success on summative assessments by combining multiple attempts with high-quality immediate feedback. This study explores student behaviors, performance, and perspectives regarding this strategy.

Learning Outcomes:

1. Identify feedback best practices.
2. Recognize the capability of learning management systems to provide automatic feedback and multiple attempts.

Getting Published: SoTL and DBER Research Dissemination

Emily Faulconer, Embry-Riddle Aeronautical University

Keyword Search: Publishing, Manuscript Generation, Dissemination

We will explore how to identify potential dissemination venues, factors to consider when vetting a journal (readership, impact, access, etc.), editorial processes, and how to strategically get your message across to editors and viewers. From search engine optimization to graphical abstracts and social media, what steps can you take to get the most out of your publication? How can you navigate the "failure points" (growth opportunities) in the process? Tools, resources, and personal experiences will be shared.

Learning Outcomes:

1. Identify appropriate dissemination venues.
2. Understand editorial processes, including potential failure points.
3. Identify strategies to communicate a clear message in research manuscripts.

Overcoming Imposter Syndrome

Emily Faulconer, Embry-Riddle Aeronautical University

Keyword Search: Imposter Syndrome, Professional Growth

The session will start with a brief definition of imposter syndrome and what the research has to say about its presence in academia. Next, the facilitator will moderate the conversation focused on personal and institutional resources to combat imposter syndrome. The moderator will share personal experiences and open the floor to sharing by attendees if they wish to share.

Learning Outcomes:

1. Define imposter syndrome.
2. Identify resources to support those experiencing imposter syndrome.
3. Identify strategies for combating imposter syndrome.

Systems Modeling in Undergraduate STEM Through SageModeler

Miriam Ferzli, North Carolina State University

Grace Carroll, North Carolina State University

Keyword Search: STEM, SageModeler, Science Literacy

STEM majors who have a strong foundation in science process skills are more likely to strengthen the developing knowledge base of science however, teaching these skills in addition to course content can be difficult. SageModeler is a web-based, open source software that fosters the skills of systems modeling, data visualization, and reasoning backed by evidence by pairing these skills with course content. These same skills improve science literacy and have already shown some success in an undergraduate introductory biology course. It also helps to vertically align undergraduate STEM with lower grades by matching skills in K-12 Next Generation Science Standards.

Learning Outcomes:

1. Understand the basic tools and functions of SageModeler to the point that they could design their own basic model.
2. Envision how SageModeler could be incorporated into their own classroom to improve the skill of systems modeling and scientific literacy.
3. Explain to a colleague how SageModeler could be used to increase scientific literacy in a STEM classroom.

The Virtual Studio: An Emerging Tacit Learning Management System Framework

Travis Flohr, The Pennsylvania State University

Tim Johnson, The Pennsylvania State University

Ken Tamminga, The Pennsylvania State University

Keyword Search: Online Learning and Teaching, Engaging Design Studio Students, Digital Technologies

In online education, design students lose the formal and informal tacit learning opportunities typically afforded by their studio environment. Indeed, the switch to online modes of learning during the 2020 spring semester, due to COVID-19, Zoom and Canvas, did not allow for regularly interacting in what Wenger (1999) refers to as communities of practice. Specifically, Zoom and Canvas, did not robustly support peer-to-peer, active, or learner-centered approaches discussed by Shalinsky and Norris (1986) and Brooks, Nocks, Farris, and Cunningham (2002). Indeed, anecdotally, many faculty and students in the department struggled with the online

studio modes of learning. Here we present and critique a first attempt at a virtual tacit learning management system.

Learning Outcomes:

1. Identify gaps in current learning management systems for design students, in an online course.
2. Describe the creation and instructional technologies of the virtual studio.
3. Reflect on gaps in the virtual studio and next steps.

Metacognitive Teaching – Reflecting on Our Teaching Practice

Stephanie Foote, John N. Gardner, Institute for Excellence in Undergraduate Education

Keyword Search: Reflection, Metacognition, Professional Growth

To help students become metacognitive learners, faculty should first consider their own metacognition and the role that plays in their courses. Faculty who are metacognitive have an awareness of their own teaching practices and purpose, but at the same time, they are also aware of student engagement and learning and are willing to adapt based on that awareness (Scharff, 2015). While faculty are often metacognitive in their own discipline, these approaches are often not transferred to teaching (Tanner, 2012). This session will focus on strategies and approaches faculty can take to use metacognition to reflect on their own teaching practice.

Learning Outcomes:

1. Describe the relationship between metacognition and teaching.
2. Understand several approaches to engaging in forms of thinking and reflection that produce their own metacognitive awareness.
3. Identify ways in which they can use metacognition with the goal of "iteratively changing" their teaching practice.

Teaching for Inspiration: Approaches to Engaging Transfer Students in Gateway Courses

Stephanie Foote, John N. Gardner, Institute for Excellence in Undergraduate Education

Keyword Search: Transfer Students, Gateway Course, Equity in the Classroom

Although transfer students comprise a sizable portion of gateway (or general education) course enrollment, little, if any, attention has been given to examining the pedagogical approaches that might be used to meet the needs of this diverse student population. While there are many barriers to transfer student transition and success (Foote, Kranzow, & Hinkle, 2015; Shapiro et al., 2017), gateway courses are one of the main and frequently overlooked pathways for transfer students. Participants will leave the session with strategies and approaches they can implement in gateway courses to create to foster equitable outcomes while inspiring transfer (and all) students.

Learning Outcomes:

1. Describe characteristics of transfer students and common influences on their transition and success.
2. Understand several pedagogical approaches that are responsive to transfer students.
3. Identify ways in which they can adapt and apply the pedagogical approaches for use in their own course(s).

AntiSocial Praxis: Designing and Teaching Disinformation in the Intro Media Course

Robert Foschia, The Pennsylvania State University, York

Keyword Search: Media Criticism, History of Social Media

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Using projects from an intro Media course, this presentation highlights insights gained from teaching a critical version of a media history course, centered on the last twenty years of media history, or the digital turn. By using social-enabled video software, students designed critical videos around notions of empathy, transparency, and economic dignity they see in contemporary media. This presentation seeks to highlight disparities between whether students changed social media habits, became more critical readers of news and information sources, and whether this is formed through the construction and design of media, a theoretical/critical appraisal, or a praxis view combining the two.

Learning Outcomes:

1. Add critical theory to video design and media production.
2. Better understanding of critical media literacy texts.
3. Synthesize theory and practice in media.

Classroom as Community: A Multi-Week Unfolding Nursing Simulation

Ann Fournier, Colby-Sawyer College

Erin Murphy, Rivier University

Keyword Search: Simulation, Social Determinants of Health, Inter-professional

Simulation is recognized as a transformational learning experience for students. The literature exploring the development, implementation, and evaluation of community and public health based simulation is limited; however, simulation-based education related to the interconnected nature of the social determinants of health may offer an important opportunity to explore health inequity from both a personal and inter-professional perspective. A multi-week unfolding simulation, called classroom as community, was created to develop personal and professional knowledge, skills, and attitudes related to the impact of social determinants of health on individual and community health outcomes. The simulation was designed to build, through experience and reflection, competence related to concepts essential to an understanding of the impact of economic and social factors on health and well-being. Personal attitudes, limited income, equity, vulnerable populations, and substance misuse are among the essential concepts revealed through the unfolding simulation.

Learning Outcomes:

1. Explore the benefits of an unfolding multi-week simulation to the personal and professional growth of students.
2. Connect deep learning experiences to the impact of economic and social circumstances on the health and well-being of diverse communities.
3. Identify collaborative opportunities to develop and implement inter-professional simulations.

Designing Text Sets for Enhanced Content Knowledge & Empathic Response

Greta Freeman, University of South Carolina Upstate

Brooke Hardin, University South Carolina Upstate

Keyword Search: Text Sets, Reading Comprehension

In this session, participants will be introduced to instructional practices for designing interdisciplinary and multi-genre text sets around a central anchor text. Participants will explore the use of text sets as a means to extend content knowledge, deepen comprehension, and augment empathic responses. Participants will leave with a greater knowledge of the concept and background of text sets, sample text sets for immediate use in the classroom, and skills to create text sets for the Elementary and/or Middle- level classroom.

Learning Outcomes:

1. Identify a text set framework that allows them to identify texts and plan instruction that meets disciplinary goals while also bolstering comprehension

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through increased background knowledge and content learning and supporting empathetic response.

2. Create their own text sets for their classrooms.
3. Share their knowledge of text sets and text set creation based on a review of the literature and understanding of the concept.

Student Website Creation as an Alternative to Traditional Final Essays

Diana Galarreta-Aima, James Madison University

Samantha Haling, James Madison University

Keyword Search: Website Design, Multimodal Learning, Visible Learning

This presentation will delve into the benefits and disadvantages of assigning a student-designed website as an alternative to the traditional written essay. Benefits of multimodal learning, opportunities for professional development, practical applications of student learning, and impact on faculty will all be discussed. The presentation will also address institutional, skill-related, and other barriers to successfully implementing this assignment in the classroom. Participants will leave this presentation with enhanced knowledge of website creation and design, as well as specific recommendations for designing and evaluating this type of multimodal assignment.

Learning Outcomes:

1. Have a better understanding of the process of website creation and its application within the classroom setting.
2. Reflect on alternatives to the traditional essay assignment.
3. Learn useful tips for successfully implementing student-designed websites assignment in their classrooms.

Rapidly Developing Reusable Faculty Support Resources - The ASPIRE Program Case Study

Luca Giupponi, Michigan State University

Daniel Trego, Michigan State University

Keyword Search: Faculty Development, Online Learning, Instruction

In Spring 2020 as Universities were moving to remote teaching, a team from Michigan State University rapidly created the Asynchronous Program for Instructional Readiness (ASPIRE) program. This program both supported faculty in the immediate move to remote teaching, but also has evolved into a lasting resource that will continue to be used. This presentation will engage participants in our rapid development processes and encourage them to think about how their own work can be rapidly re-used in such cases.

Learning Outcomes:

1. Design their own rapidly created faculty development program.
2. Describe how their own teams may be able to use our methods at their own institutions.
3. Use our evaluation methods to assess their own programs.

Equitable Course Design During COVID-19: Participation Versus Access

Aaron Gierhart, Columbus State University

Keyword Search: Teacher Education, Pedagogy, Course Design

The presenter will share design and implementation approaches from an elementary science teacher education course to facilitate equitable participation for all students regardless of their form of attendance (i.e., face-to-face versus virtual) and participation (i.e., synchronous versus asynchronous). This is a critical consideration for current and future course designs given the societal impacts of the COVID-19 pandemic. Participants will have the opportunity to reflect on a current course they

teach (in any discipline or content area) and brainstorm approaches they can take back and apply to facilitate equitable course participation for their students.

Learning Outcomes:

1. Identify course design approaches and resources that can foster equitable student participation in face-to-face and virtual synchronous/asynchronous settings.
2. Brainstorm and create a list/action plan of course ReDesign approaches to later apply to facilitate more equitable student participation and engagement.
3. Distinguish between access to technologies and course resources and equitable participation in a course experience.

They Aren't Talking! Student Self-disclosure in the College Classroom

Christopher Gjesfjeld, Illinois State University

Keyword Search: Self-disclosure, Classroom Community, Student Development

Self-disclosure has been defined as "what individuals verbally reveal about themselves to others (including thoughts, feelings, and experiences)" (Derlega et al., 1993, p. 1). While educational pedagogy has noted the dynamic interaction between the experiences of the individual and the educational environment, sharing one's thoughts and feelings also can build closeness and community in classroom settings. While there is theory development regarding self-disclosure within intimate relationships and families, self-disclosure research has not considered its application to the classroom. Our discussion will focus on translating this important research to develop strategies for student engagement and motivation.

Learning Outcomes:

1. Differentiate healthy self-disclosing learning communities.
2. Predict how their self-disclosure and specific activities may increase self-disclosure and student development.
3. Propose ground rules for promoting the disclosures of marginalized identities and those with concealable stigmatized identities (mental illness, LGBTQ+).

Beyond the Margins: Annotation and Re-Analysis of a Microbiome Study

Carlos C. Goller, North Carolina State University

Keyword Search: Case Studies, Inclusion, Discussions

Sequencing-based studies of microbial communities are widely used in research, but student understanding of these approaches is often superficial. We provided undergraduate and graduate students a structured lesson that includes critical reading and annotation of a microbiome study, reanalysis of the data using a cloud-based pipeline, and a quiz to assess student understanding of choices in analysis. We encourage students to replicate the study and reflect on the degree to which the study design considered inclusion. We discuss our approach and findings in the context of using the Hypothes.is collaborative annotation tool to kindle important conversations.

Learning Outcomes:

1. Explain the use of web-based tools to engage students in online conversations about primary literature.
2. Provide examples of prompts to encourage critical and reflective discussions about the limitations and societal implications of microbiome studies.
3. Evaluate strategies for incorporating uncomfortable conversations about research study design in ways that encourage discussion.

Beyond Diversity: Centering Social Justice Education in the Online Classroom

Maru Gonzalez, North Carolina State University

Sharon Chung, North Carolina State University

Keyword Search: Online Teaching, Social Justice Education, Dialogue

Our nation has reached a tipping point on matters of race and racism. Our students, particularly those of color, are disproportionately affected by the systemic inequities that permeate our country. As educators, it is our shared responsibility to meet this moment with a willingness to listen and learn and an urgency to act. Through a series of informative, interactive, and reflective exercises and guided by social justice education (SJE) pedagogy, participants will come away from the session equipped with strategies and activities for fostering equitable, inclusive, and dialogic online classrooms; adopting reflective practices; and developing critical consciousness among students.

Learning Outcomes:

1. Demonstrate an increased level of multicultural awareness through self-reflection and meaningful discussion.
2. Identify and know how to apply online teaching techniques to utilize with students across social identity groups.
3. Identify and know how to utilize interactive, user-friendly tools in an online classroom setting.

BUILDing Biology Education: Incorporating 3D Models to Facilitate Constructivist Active Learning

Claire L. Gordy, North Carolina State University

Melissa V. Ramirez, North Carolina State University

Keyword Search: Universal Design for Learning, 3D Models, POGIL

The proliferation of 3D printing technologies and university Makerspaces has led to widespread use of 3D models in the college classroom. Models of molecules, cells, or organisms improve upon 2D images by more accurately representing biological structures and providing an additional means of representation that is accessible to blind and visually impaired learners. However, simply sharing a 3D model fails to engage students in active learning. In this session, we will share a strategy for pairing 3D models with guided inquiry learning to allow students to construct their own understanding of biological structures, processes, and interactions.

Learning Outcomes:

1. Describe content in their courses that may not be accessible to all of their students.
2. List one or more concepts they could teach with Tactile Teaching Tools paired with Guided Inquiry Learning.
3. Navigate an online repository to locate existing 3D models and lesson plans that could be incorporated into their courses.

Implementing Case-By-Collaboration Model to Enhance Critical Thinking Skills

Nicholas Grahovec, Northern Illinois University

Tyler Wood, Northern Illinois University

Keyword Search: Critical Thinking, Case-by-Collaboration, Instructional Strategy

Critical thinking, complex reasoning, and writing are pillars in American higher education, but up to 45% of students report no significant gains in these areas. As the need to assess these pillars grows, there is an increasing need for assessments to encapsulate the nature of one or more of these pillars. The Case-by-Collaboration (CBC) model, applicable to any discipline, is designed to assess each of the pillars of higher education, building on foundational knowledge and applying it to a case study.

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This presentation chronicles the implementation and assessment of a CBC conducted in the discipline of Athletic Training.

Learning Outcomes:

1. Describe the key components of the Case-By-Collaboration Model.
2. Construct Case-By-Collaboration activities to promote critical thinking.
3. Implement Case-By-Collaboration as a student learning tool.

Critical Pedagogy and Critical Information Literacy in the Online Environment

Katie Greer, Oakland University

Keyword Search: Critical Pedagogy, Information Literacy, Online Pedagogy

The scholarship on critical information literacy and critical pedagogy provides examples of how faculty can incorporate this important practice into their teaching of one-shot and even credit courses, but little exists in the literature of how to effectively do so in the online environment. This session will explore one librarian's experiences in incorporating critical information literacy and critical pedagogy into an online, 4-credit course to increase student engagement and student success.

Challenges of applying these practices in the online environment will be discussed, and participants will leave with strategies that can be employed to break down those barriers.

Learning Outcomes:

1. Define critical pedagogy/critical information literacy and access resources relevant to the topic.
2. Discuss the challenges of incorporating critical pedagogy into the online environment.
3. Brainstorm strategies to apply critical pedagogy to their own teaching environments.

Using Course Preparation Assignments to Improve Student Reading and Engagement

Amanda Green, Eastern Kentucky University

Keyword Search: Course Preparation Assignment, Critical Reading Strategies, Active Learning

How can we improve student's reading techniques and engagement? Course Preparation Assignments (CPAs), low-stakes writing assignments based on the readings, encourage and model critical reading strategies as students read for comprehension, application and evaluation of the material. They also prepare students for class discussion, both in-person and online. This presentation will provide results from a year-long study of the impact of CPAs on student reading and preparation in Introduction to Cultural Anthropology courses, both in-person and online. The basic structure and sample materials will be provided, and participants will craft their first CPA assignment with feedback from conference peers.

Learning Outcomes:

1. Describe the structure, purpose and benefits of Course Preparation Assignments.
2. Design their own Course Preparation Assignments.
3. Understand how to use CPAs to increase engagement in their in-person and online courses.

What about Joe?: A Case Study of FYE Student Success

Eileen Grodziak, Pennsylvania State University, Lehigh Valley Campus

Laura Cruz, Pennsylvania State University

Keyword Search: First-Year Experience, Student Success, Qualitative Methods

This presentation focuses on a case study, who we call Joe, a student enrolled in a First Year Experience course. Through a qualitative lens (e.g. thick description), this

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study exposes the layers of student success, which, in turn, inform course design that becomes both responsive and co-created.

Learning Outcomes:

1. Engage with principles of human-centered course design for technology-mediated instruction.
2. Assess the meaning of student success in the context of First Year Experience courses.
3. Critically evaluate emerging qualitative methodologies for SOTL work.

Making Use of the Margins: Supporting Close Reading Skills with Hypothesis

Meg Gregory, Webster University and Washington University in St. Louis

Keyword Search: Social Annotation, Reading Practices, Collaborative Learning

Faculty are often frustrated with the lack of care with which students approach their assigned readings. Students may read, but may not remember the nuances of that reading foundational for deep discussion. This presentation describes how I respond to that challenge through utilizing Hypothes.is, a social annotation tool, through which students can annotate a text and make use of the digital margins. Relying on examples from my lower-level literature course, I'll discuss how the tool can be used to support student engagement online, promote collaborative knowledge building, and foster the development of close reading practices for students across the disciplines.

Learning Outcomes:

1. Understand the potential benefits of collaborative annotation for student learners.
2. Recognize a number of different ways to utilize social annotation in instruction.
3. Describe how they might incorporate use of Hypothesis or a similar tool in their own teaching.

Does Instructor Quality Affect Student Grades?

John Griffith, Embry-Riddle Aeronautical University - Worldwide

Emily Faulconer, Embry-Riddle Aeronautical University

Bobby McMasters, Embry-Riddle Aeronautical University

Keyword Search: Instructor Effectiveness, Instructor Quality, Student Performance

Researchers have conducted studies on the relationship of instructor quality and student performance but few studies evaluated final grades, grade distribution and pass rates in an undergraduate course using a standardized syllabus. We examined 328 student grades to determine if such a relationship existed.

Learning Outcomes:

1. Describe the relationship between student performance and instructor quality.
2. Identify and discuss factors leading to effective instructor performance.
3. Identify and discuss course development strategies leading to student performance.

What The World Needs Now...Globally-Focused, In-Class Learning

Noel Habashy, Pennsylvania State University

Laura Cruz, Pennsylvania State University

Mauricio De La Parra Gurr, Pennsylvania State University

Keyword Search: Global Education, Cultural Humility, Qualitative Research

Cultural humility is critical to effective global learning. Unfortunately, despite its prevalence in other scholarly literature, this concept is seldom found within the field of international education. This study presents grounded theory findings from qualitative data analysis of student reflection journals and in-class assignments

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(n=22). While many global education opportunities focus on travel, this presentation explores furthering global understanding with students who are in a domestic classroom. Participants in this session will be able to identify the relevance of cultural humility to global learning and find ways to incorporate cultural humility into their own classes.

Learning Outcomes:

1. Articulate the concept of cultural humility.
2. Examine the relevance of cultural humility to promote global learning.
3. Apply the teaching of cultural humility to their own classrooms.

Constructing Inclusive Learning Environments

Paige Haber-Curran, Texas State University

Shannon Dean-Scott, Texas State University

Keyword Search: Inclusion, Pedagogy, Instructional Strategies

Presenters will briefly outline key pedagogical practices for constructing inclusive environments from a qualitative study. Prompts will be provided to identify tangible inclusive teaching strategies.

Learning Outcomes:

1. identify two strategies to create inclusive learning environments.
2. describe what an inclusive learning environment entails.
3. consider their own teaching practice in relation to concepts of inclusive learning environments.

First-year Seminar Reimagined: Integrating Liberal Arts and Artificial Intelligence

Ruthie Halma, Truman State University

Keyword Search: Curriculum Re-design, First-year Seminar, Blended learning

A reimagined, required first-year student seminar was implemented fall 2019 exploring the relationship between individuals and society within the context of a discipline-specific problem domain. This session describes a seminar, using interwoven artificial intelligence topics, based on the three foundational components of a liberal arts and sciences education of engaging the big questions, cultivating intellectual and practical values, and fostering character. Understanding one's identity, critical thinking, problem-solving, writing, speaking, teamwork, digital literacy, diversity and inclusion, and intercultural knowledge and competence are all covered in a blended course setting. Assessment measures suggest the seminar is helping improve university-wide retention.

Learning Outcomes:

1. Design a reimagined first-year student seminar combining the liberal arts within a specific discipline focus.
2. Generate learning outcomes for this type of seminar.
3. Formulate ways to assess the effectiveness of a first-year seminar.

Developing Social Presence: Teaching Relationally and Creating Community in the Hybrid/Bimodal Classroom

Rachel Hammond, Cornerstone University

Keyword Search: Hybrid Learning, Social Presence, Relational Learning

As student-focused educators, building connections and community in our classrooms are top priorities. However, the bimodal or hybrid environments we find ourselves teaching in require us to be intentional and proactive with our words and actions to create a stronger "social presence". In this session, we will discuss a portion of the book "Small Teaching Online" by Darby & Lang along with literature related to social presence in the classroom. As an outcome, participants will consider both strategies and tactics related to relational teaching in today's environment.

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Learning Outcomes:

1. Define key concepts related to social presence, including zone of proximal development, community of inquiry, and social presence.
2. Identify proactive strategies and tools for relational learning in the hybrid/bimodal classroom.
3. Create an action plan for bringing new ideas to future hybrid/bimodal teaching opportunities.

Virtual Mentorship: Creating Effective Student Connections in a Distributed Environment

JR Hanamean, Embry Riddle Aeronautical University

Keyword Search: Student Connections, Virtual Mentoring, Presence

Mentoring by college faculty positively impacts students' persistence and academic achievement. More college students are choosing online and virtual education, even more so during the COVID-19 pandemic. In-person and virtual communication elements are the similar: eye contact, body posture/positioning, active listening, and removing distractions. In the virtual environment these elements are even more crucial in establishing a connection with the student. Faculty involved in distance and flexible education can improve their virtual interactions with a few key actions that will help create the intangible "presence" and lead to stronger student connections, and ultimately an effective virtual mentorship program.

Learning Outcomes:

1. Understand the importance of establishing effective virtual communication presence.
2. Identify common shortcomings in virtual presence and communication.
3. Apply specific actions to enhance virtual connection and reduce virtual communication barriers.

Using Neuroscience to Inform Instruction

C. Bobbi Hansen, University of San Diego

Keyword Search: Educational Neuroscience, Instructional Strategies

In this session, we will discuss contemporary brain research and what applications this research may have on teaching and learning. Participants will derive the following educational implications from neuroscience on classroom practice, (1) recognize of the role of emotion in thinking and learning; (2) examine how brain plasticity supports a growth mindset, (2) connect brain research to evidence-based instructional strategies; (3) recognize the role of assessments and homework in learning; (4) apply the findings from neuroscience to support differentiation of instruction for all students. Finally, we will discuss some hurdles that can challenge learning and explore how to overcome them.

Learning Outcomes:

1. Critically examine how brain-based theories may inform your classroom teaching.
2. Analyze the roles of memory, attention and engagement on learning.
3. Critically examine how personal belief systems and emotions may affect learning.

A Different Take on the Final Exam

Eric Hogan, Georgia Southern University

Keyword Search: Alternative Final Exam, Assessment

We allowed our students to create products to demonstrate their learning, thus providing a diversion from the traditional written or selected response exam. In this presentation, we provide the assignment, accompanying rubric, examples of past products (with student permission), and lessons learned on how to potentially evaluate student learning. Students demonstrated comprehension and application of course concepts creatively through a variety of products, such as poetry, websites

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and graphic novels. Some initial projects missed the mark. Rubrics were revised. We'll share what we learned from these products as well.

Learning Outcomes:

1. Learn about alternative assessments.
2. Learn about some pros and cons of selected response and constructed response assessments.
3. Understand why we utilized an alternative assessment.

Using One-Mode Networks: A Demonstration on Classroom Management

Eric Hogan, Georgia Southern University

Keyword Search: Social Network Analysis, One-Mode-Data, Classroom Management

Utilizing social network analysis, this presentation focuses on how knowing connections between people can potentially improve classroom management. Specifically, this presentation discusses one-mode data (person-to-person networks). The presentation will aim to teach audience members how to use one-mode social network data. It will also portray and discuss how previous classrooms used this type of data in support of classroom management.

Learning Outcomes:

1. Compile One-mode networks.
2. See how social networks can be used in support of classroom management.
3. Create sociograms to better portray data.

Three Simple Tools/Strategies for Promoting Collaboration in Online Learning

Romena Holbert, Wright State University

Keyword Search: Pedagogy, Community, GoogleDocs

Attend this engaging and interactive session to: - Use provided Google Doc Templates to support students in organizing themselves into groups that are likely to be successful based on thoughtful, research-based criteria associated with effective collaboration - Explore approaches to polling that support collaboration and community, facilitate interaction within and among groups, and gather student feedback regarding instructional decisions - Access a framework for the effective design of collaborative breakout group activities that build on information gained through the google doc template and poll information to respond to student learning needs

Learning Outcomes:

1. Use provided Google Doc Templates to support students in organizing themselves into groups that are likely to be successful based on thoughtful, research-based criteria associated with effective collaboration.
2. Explore approaches to polling that support collaboration and community, facilitate interaction within and among groups, and gather student feedback regarding instructional decisions.
3. Access a framework for the effective design of collaborative breakout group activities that build on information gained through the google doc template and poll information to respond to student learning needs.

Connecting Classrooms to Careers: A Review of Current Strategies and Discussion of Best Practices.

Brina Hollis, Purdue University Global

Keyword Search: Adult Learner, Career Connections, Professional Competencies

The adult learner is a career focused student with the goal of entering the workforce or gaining career advancement. This presentation will focus on the importance of making career connections in the classroom. The discussion will center around how to best seize student enthusiasm in their current academics and future career

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opportunities. Strategies used to help build connections between course content and professional competencies will be shared.

Learning Outcomes:

1. Understand why career connections are necessary
2. Understand the best practices in connecting classrooms to careers.
3. Peak student curiosities in the course content and employer competencies.

Lessons Learned from Two Interventional Studies on Online Student Motivation

Amanda Holton, University of California Irvine

Keyword Search: Attribution Bias, Engagement, Discussion Board

We completed two interventional studies in our online classes aimed at attribution biases attainment value and feelings of community. Here we will discuss what lessons were learned from those studies, and how they can be implemented into online classes to increase student motivation and engagement. This will include both suggested interventions and a discussion of how they can be implemented, as well as a discussion of aspects of assignments to be cautious around based on failed interventions and the likely reasons for those.

Learning Outcomes:

1. Apply attributional awareness intervention in their classroom for increased student motivation.
2. Avoid possible pitfalls of discussion board assignments.
3. Better understand and therefore adapt their curriculum to the attributional beliefs of students in their online classrooms.

"Read the Syllabus?" Using Syllabus Quizzes to Help Student Transitions

Richard Holtzman, Bryant University

Keyword Search: Assessment, Syllabus Readability, Syllabus Comprehension

This presentation focuses on student perceptions of an online Syllabus Quiz assigned at the start of each semester and its role in helping students successfully transition into my courses. Regardless of discipline, we all know that students do not have a habit of closely reading our syllabi. I attempt to address this problem by making the syllabus itself into an object of study through a Syllabus Quiz. My research discusses findings from survey data and analyzes these data using a grounded theory method to better understand how students perceive both my syllabus and the value of the quiz.

Learning Outcomes:

1. Consider the educational value of our syllabi in more multi-dimensional ways.
2. Better understand what students focus on when they read our syllabi.
3. Develop their own syllabus quiz, if desired.

Inclusive Excellence Programming at a Military Service Academy: Improving Practice

Kim Hosler, United States Air Force Academy

Marc Napolitano, United States Air Force Academy

Keyword Search: Inclusive Practices, Faculty Programming on Inclusivity

This presentation discusses the evolution of a service academy's inclusive excellence programming. This programming, and the creation of an inclusive teaching recognition, founded a growing group of faculty with whom our Center for Educational Innovation (aka CTL) collaborates to create discussion panels, workshops, and programming dedicated to improving inclusive practices. As a military service academy, this organization instantiates a culture of standardization and conformity. It has traditionally been regarded as an institution populated by heterosexual males. However, inclusivity is vitally important to the academy. During this presentation, we discuss our inclusive teaching development efforts and share ideas regarding inclusive practices.

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Learning Outcomes:

1. Describe how a service academy is working to change perceptions about its inclusive practices.
2. Note ideas and strategies for supporting inclusive practices.
3. Reflect on where and how you will implement inclusive practices noted.

All A's? Specification Grading in Remote Nursing Courses

Joan Humphrey, The Pennsylvania State University

Keyword Search: Specification Grading, Nursing, Assessment

Nursing education is undergoing a significant shift from a content-driven curriculum towards a more application-focused emphasis that reflects the critical decisions nurses have to make. This provides an opportunity for nurse-educators to adapt grading schema that assures instructors and the public of their mastery of critical knowledge; while also creating space for professional practice and patient-centered care. In this session, I will present data from a 9-semester study of specifications grading, a model for how specifications grading can be incorporated into on-line undergraduate nursing courses, and a rationale for why it should be incorporated into nursing courses at all levels

Learning Outcomes:

1. Critically evaluate (or re-evaluate) the role of specifications grading in the remote teaching environment.
2. Challenge commonly held assumptions about the relationships between grades, course quality (or rigor), and student success.
3. Consider the potential applications of specification grading to your own disciplinary context.

Experiential Learning in the Time of COVID

Laura Hunt Trull, James Madison University

Keyword Search: Experiential Learning, Community Engagement, Hybrid Instruction

This presentation will review the National Society for Experiential Education's (NSEE) Principles of Good Practice and discuss how to incorporate them into courses with a service-learning component during a pandemic. These principles, intention, authenticity, planning, clarity, monitoring and assessment, reflection, evaluation, and acknowledgment, are best practice components of experiential learning, but look different when operationalized in the times of COVID. Strategies for modification and examples of implementation will be shared.

Learning Outcomes:

1. Identify the NSEE Principles of Good Practice and discuss modifications for successful implementation during a pandemic.
2. Discuss examples of ways the NSEE Principles were incorporated in a quick pivot to online instruction, as well as how they were intentionally planned into hybrid instruction during COVID.
3. Develop strategies for incorporating the NSEE Principles into their own course planning for experiential learning.

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Learn with Me: The Perceived Benefits and Barriers of Collaborative Interprofessional Research Groups

Jessica Jochum, University of Indianapolis

Joanne Klossner, University of Maryland

Ed Jones, University of Indianapolis

Keyword Search: Interprofessional Practice, Collaborative Research, Faculty Productivity

Interprofessional practice (IPP) maximizes skills of providers and Evidence-based Medicine leads to improved patient care. Students may be better prepared for IPP given the opportunity to collaborate as part of their education. We developed an opportunity to collaborate with an interprofessional research group. We explored the benefits/barriers of this collaboration to improve student research experiences and learning outcomes. We used a qualitative, general inductive approach for our research. We will present findings; participants will have the opportunity to consider applications to their curriculum and current teaching and research practices to enhance student outcomes and faculty productivity.

Learning Outcomes:

1. Appreciate the value in interprofessional student learning, to enhance the student experience and faculty productivity.
2. Reflect on opportunities to incorporate students from different disciplines for collaboration in research.
3. Appraise research conclusions and provide recommendations for further consideration for course/ curriculum re-design efforts.

Remote Teaching: Lessons Learned in a Pandemic Semester

Don Johnson, University of University of Arkansas

Katherine Zawisza University of University of Arkansas

Keyword Search: Lessons Learned, Remote Instruction, Pandemic

On March 19, 2020 the University of Arkansas ceased in-person classes in response to the novel coronavirus pandemic. Classes resumed on March 23rd with all classes taught remotely for the remainder of the semester. In summer 2020, we surveyed instructors of record ($N = 2,223$) for all spring courses to identify 'lessons learned' in remote teaching. Responding faculty ($n = 239, 10.8\%$) provided recommendations related to communicating with students, facilitating group work, promoting academic integrity, student engagement and motivation, teaching experiential courses, and technology and pedagogy. Our purpose in this presentation is to share and stimulate discussion about these lessons learned.

Learning Outcomes:

1. Describe at least five 'lessons learned' about remote instruction.
2. Explain how the 'lessons learned' can be applied to remote, online, and face-to-face courses.
3. Reflect on their own experiences in remote instruction and use the knowledge gained to improve instruction.

Flip Learning and Online Teaching

Guillaume Jaubert, Vincennes University

Nancy Riggs, Vincennes University

Keyword Search: Flip Learning, Retrieval Practices, Online Teaching

Flipped Learning is a meta-strategy that allows students to own their learning. It transforms them from passive learner to active learner. Retrieval practice is an essential part of that process. These practices also assist in switching to online teaching. This presentation will cover the basics of flipped learning and retrieval

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practice. It will discuss challenges, getting buy-in from students, and rewards. It will also cover how to use these practices in an online or hybrid environment.

Learning Outcomes:

1. Describe Flipped Learning.
2. Define retrieval practice.
3. Apply the concepts to online and hybrid teaching.

Enhancing the Teaching of Science Communication Skills Using FlipGrid

Ami Johanson, Aurora University

Keyword Search: Communication, Science, FlipGrid

Communicating science is an important skill that science majors need to learn. These skills have often been relegated to junior or senior-level seminar courses, as core science courses are often very large and much of the time is devoted to content that must be covered. To effectively learn communication skills students must present, receive feedback, and then incorporate the feedback into their presentation. FlipGrid offers a method to do this even in large courses. In this presentation, I will show how FlipGrid and the 3-Minute Slide technique can be used to teach science communication skills.

Learning Outcomes:

1. Incorporate presentation skills into science courses.
2. Use the 3-minute slide technique to teach science communication.
3. Effectively use the FlipGrid program in their classes.

Just Keep Swimming: Preparing Faculty to Teach Online After Crisis

Katrina S. Kardiasmenos, Bowie State University

Mariann Hawken, University of Maryland, Baltimore County

Keyword Search: Online-teaching, Professional-development, COVID-19

While natural disasters are often addressed in short-term academic continuity plans, COVID-19 has been devastatingly disruptive, on a longer-term basis, to campus communities. Two institutions leveraged Quality Matters for effective online course design to support and train faculty who found themselves thrust into online teaching this spring, but would also like to be more proactive and intentional about their future online course design and instruction. Learn how Bowie State University and University of Maryland, Baltimore County created professional development opportunities to assist faculty in their move beyond remote instruction and toward more deliberate preparation for online teaching for summer 2020, and beyond.

Learning Outcomes:

1. Model best practices in online course design to deliver training so that faculty could easily see the effectiveness of that design.
2. Develop and deliver robust content, adapting to faculty needs with agility.
3. Evaluate, reflect, and improve professional development program offerings to respond to both faculty and institutional priorities.

What's in Your Toolbox? Low-Intensity Instructional Strategies that Support High Student Engagement and Active Participation

Christine Kenney, University of Michigan-Flint

Melissa Sreckovic, University of Michigan-Flint

Eric Alan Common, University of Michigan-Flint

Keyword Search: Student Engagement, Low-intensity Behavior, Instructional Strategies

In an effort to engage students through active participation and meet their ever-diverse needs, it is necessary for educators to develop a toolbox of instructional strategies to call upon at any moment. Identifying research-based, effective

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strategies can be arduous. However, higher education instructors can draw upon the PK-12 education literature that has consistently documented positive outcomes for using low-intensity behavior and instructional strategies. Examples for how to incorporate these strategies into the higher education learning context will be provided and participants will have an opportunity to reflect on and discuss how they too might utilize the strategies discussed.

Learning Outcomes:

1. Understand the benefits of low-intensity instructional strategies to increase student engagement in higher education.
2. Learn about specific low-intensity strategies (opportunities to respond, pre-correction and instructional choice).
3. Reflect on and discuss how to incorporate low-intensity strategies into their own discipline and teaching.

Engagement and Accountability Strategies in a Hybrid Environment

Emily Kildow, University of Nebraska at Omaha

Jennifer Lemke, University of Nebraska at Omaha

Keyword search: Engagement, Accountability, Remote Teaching

Web-based technology tools are known to increase student motivation and achievement (Wankel and Blessinger, 2013). Effectively engaging students within content while holding them accountable for course work and group discussion is no easy task through a virtual platform. Presenters will share online tools and structures used in both graduate and undergraduate settings to provide a format that encourages students to learn and apply new knowledge and skills, while creating opportunities for instructors to assess student learning. Participants will also experience and explore various strategies and techniques used to foster student engagement in virtual discussions conducted in an online platform.

Learning Outcomes:

1. During the session, candidates will experience and explore strategies and techniques to monitor and document student learning.
2. At the end of this session, participants will be able to apply various engagement strategies that are conducted through a remote platform.
3. At the end of the session, participants will have knowledge of effective assessment strategies used through the remote learning platform.

Teaching in Times of Crisis: College Students Perceptions During COVID-19

Dee Kinney, Miami University of Ohio

Wayne Kinney, University of Cincinnati

Kimberly Hale, Eastern Kentucky University

Keyword Search: Student Success, Student Well-Being, Online Teaching

Faculty researchers share the preliminary results of the COVID-19 College Student Impact Survey ($N = 2,098$) administered to college students across the US during the spring 2020 semester. They will focus mainly on the five qualitative questions that asked students to share about their mental health, dropping or thinking about dropping classes, and the responses/tactics from individual instructors that were most/least helpful. The presentation will be followed by a solution-focused discussion where instructors will share their experiences, resources, and suggestions to best support students during crises while maintaining a high academic standard.

Learning Outcomes:

1. Describe college students' strengths and challenges to academic success during COVID-19
2. Discuss college students' perceptions of online learning during COVID-19.

3. Collaborate to create a student success action plan, with at least three action steps, that support student health and well-being as reflected by student's perceptions of instructor responses/tactics during COVID-19.

Beyond Teaching, Creating CARE in the Online Classroom

Christie M. Kleinmann, Belmont University

Keyword Search: Student Engagement, Online Teaching, Soft Skills

Teachers have long known that teaching requires more than content expertise. Yet, we have tended to regard anything outside of content and assessment as soft skills, advantageous but not essential to teaching. COVID, however, recalibrated our thinking. Using faculty reflections from Spring 2020, this session considers the changes COVID brought to faculty's role in the classroom and the accompanying recognition of the importance of soft skills in facilitating student learning. As a result of this session, attendees will learn how these soft skills can be integrated through CARE and will develop their own CARE-based activities in the online classroom.

Learning Outcomes:

1. Explain the expanding role of "professor" in the online classroom.
2. Describe the components of CARE in the online classroom.
3. Develop online classroom activities that illustrate CARE in the online classroom.

TEACH! Lessons from Training Faculty for Rapid Online Course Redesign

Melissa Ko, Stanford University

Keyword Search: Online Instruction, Pedagogical Training, Faculty Development

With ongoing disruptions due to the global pandemic, our institution organized a two-week-long TEACH Pop-up Symposium to address the urgent need to train faculty in online pedagogy before the autumn quarter. This symposium consisted of a series of workshops led by volunteers across the institution. All workshops touched on some aspects of the TEACH (timely, engaging, accessible, connected, and humane instruction) framework. In this session, we will share lessons learned from this inaugural offering, brainstorm the still-unmet needs of college faculty, and discuss applicability of this kind of event to multiple institution types.

Learning Outcomes:

1. Identify major barriers to training faculty in online teaching and learning.
2. Brainstorm ideas for workshops/trainings to meet faculty needs.
3. Outline a strategy for leveraging expertise to offer similar training opportunities.

Collaborative Content Design: An Ideal Vision for Course Creation

Megan Kohler, The Pennsylvania State University

Penny Ralston-Berg, The Pennsylvania State University

Keyword Search: Collaboration, Instructional Design, Innovation

The Collaborative Content Design (CCD) Model creates a dynamic which guides content experts through the design process in an engaged and supported manner. The model helps establish the faculty/designer relationship, then shifts to support a more collaborative design process, and culminates with a focus on student learning and engagement. Join us to discuss the use of the CCD model and to learn about opportunities to implement the model at your institution.

Learning Outcomes:

1. Discuss challenges of traditional online course design and development models.
2. Describe and apply the phases of the Collaborative Course Design (CCD) model.

3. Identify opportunities for improved collaboration within existing course development models at the attendee's institution.

Lessons When Students Choose from a Diverse Pool of Scientists for an Assignment

Erica Kosal, North Carolina State University

Keyword Search: Diversity, Scientist Exploration

College freshmen explored modern day scientists to learn more about their career paths, hurdles encountered, and research pursued. Guidelines to finding scientists were provided and an additional list of scientists were provided in the event students needed inspiration. This list contained men and women of different races and ethnicities as well as their research area. After writing a short report on what they learned, students filled out a survey on their reasons for choosing the scientist they did as well as offer opinions on the assignment itself. Results will be discussed.

Learning Outcomes:

1. Consider if diversity and inclusion influences student choice.
2. Apply what they learned to developing their own assignment.
3. Use practical activities in the classroom with their students.

Extensive Use of Guest Lecturers for Enhanced Learner Engagement

Iske Larkin, College of Veterinary Medicine/ University of Florida

Danielle Collins, College of Veterinary Medicine, University of Florida

Heather Maness, University of Florida

Keyword Search: Guest Lecture, Student Engagement, Learner Satisfaction

Three online courses have successfully used a team-taught format, including 22-30 guest lecturers. Emphasis was placed on introducing students to experts, facilitating networking within the relatively small, but growing field of aquatic animal health, while also covering complex topics. Each course concluded with a Likes/Dislikes open discussion board prompt for student feedback and were analyzed for comments relating to guest lectures. The majority of comments were positive (n=269/280) and three themes emerged: 1) Valued learning from experts in the field, 2) Stimulated by lecturer diversity, and 3) Struggled with lack of lecture style continuity, which represented a very small percentage.

Learning Outcomes:

1. Assess the applicability of using extensive lecturer participation within their own courses.
2. Evaluate the effectiveness of this strategy to enhance student engagement with the topics.
3. Discuss the level of student learner satisfaction.

Evaluating Environmental Knowledge, Attitude and Behavior of Undergraduate Students

Zakiya Leggett, North Carolina State University

Porche' Spence, North Carolina A&T State University

Keyword Search: Environmental Literacy

Environmental education is essential for generating an environmentally literate citizenry proficient in making informed decisions about complex environmental issues affecting our economy, public health and safety, and conservation of natural resources. Educating with the goal of achieving environmental literacy aims to provide citizens the tools needed to sustain human well-being and healthy ecosystems. Even though colleges and universities can play an important role in educating students about environmental issues and promoting pro-environmental attitudes, behavior can be influenced by several factors. The focus of this study was to explore the influence of gender, student classification, major (STEM versus Non-STEM), time spent outside

per week and upbringing location on environmental knowledge, attitude and behaviors of undergraduate students enrolled in an entry level environmental science course.

Learning Outcomes:

1. Understand the influence of "outside" factors on student's environmental literacy.
2. Gain insight on ways they can evaluate their students for environmental literacy (or other topics).
3. Learn from mistakes made by the authors in surveying students.

Creating Learning Environments to Support Undergraduates' Explorations of Race

Melissa Levy, University of Virginia

Jess Taggart, University of Virginia

Karen Cortez, University of Virginia

Keyword Search: Race, Racism, Undergraduate students

How can instructors create a classroom that supports all students in learning about and processing their own experiences with race and racism? We share students' reflections and interviews from a course that tackles these issues. White students expressed greater recognition of their own identity, privilege, and bias; increased content knowledge, particularly with regard to their home institution; and greater comfort with and willingness to speak about these topics. Students of color expressed more varied experiences, but also reflected on their identity and privileges and learned about their home institution. A facilitated conversation about supporting students in these explorations will follow.

Learning Outcomes:

1. Identify themes in how White students and students of color speak about their own experiences with and learning about race and racism.
2. Be aware of challenges in supporting both White students and students of color in talking about race in a mixed-race classroom.
3. Collaborate on possible ways forward in creating environments for students to learn about, talk about, and process their experiences with race.

Implementing Specifications Grading in a Large Course

Renée Link, University of California, Irvine

William Howitz, University of California, Irvine

Kate McKnelly, Emory University

Keyword Search: Specifications Grading, Scale Up, Rubrics

Specifications grading has been used across numerous disciplines to support student-centered learning. Examples of specifications grading often focus on smaller lecture courses. We first created a specifications grading system for one of three courses in a chemistry laboratory series and then scaled the grading format to support the full series of courses with over 1,000 students enrolled. This talk will explain how we designed our grading system, how we scaled it, and what the perceptions of instructors, students, and TAs were. We aim to help other instructors in their own incorporation of specifications grading in their course design.

Learning Outcomes:

1. Identify and explain the benefits of the specifications grading system.
2. Transform a points-based rubric into a specifications grading rubric.
3. Evaluate the outcomes of implementing a specifications grading system in a chemistry laboratory course.

Build a Better Test: Strategies for Improving Multiple-Choice Exams

Ashley Long, Parker University

Keyword Search: Exams, Multiple-Choice, Assessment

Moving multiple-choice exams rapidly online was a priority item as institutions shifted to remote learning. One university quickly identified a need to make these exams better align with course learning objectives and accurately reflect student learning to reduce grade inflation and academic dishonesty. The result was an online learning series guiding faculty through exam revision, building of assessment culture, and reflection of current exam practices. This session outlines the "Build a Better Test" series created for faculty. Attendees will leave with several handouts and resources to build better tests of their own and replicate this series at their own institution.

Learning Outcomes:

1. Plan a revised exam using question mapping and exam blueprinting to align their exam with course learning objectives.
2. Communicate a culture of assessment by creating an exam feedback communication plan and consider how to teach using exam feedback.
3. Review the basic tenants of Backward Design, think about other assessment question types, and reflect on assessment culture related to academic dishonesty.

Moving Curriculum Beyond the Degree: Telepractice Digital Badge for Designing an Accessible Online Course Development

Denise A. Ludwig, Grand Valley State University

Beth Macauley, Grand Valley State University

Courtney Karasinski, Grand Valley State University

Keyword Search: Telecommunication, Certificate Program, Coursework Design

In response to the global health crisis and ensuing guidelines for the economy, professionals in health care, education, business, and other areas can anticipate being involved in telecommunication during their careers. Personnel preparation programs have a responsibility to prepare their students for careers that will include telecommunication or telepractice. This presentation will present and discuss ways to provide this content beyond the degree by embedding a certificate or badge program within and around coursework. Participants will identify and develop a framework for this process as applied to their profession and leave with specific action plan for implementation.

Learning Outcomes:

1. Identify the six steps in developing a badge or certificate program focused on a profession that provides training beyond the degree.
2. Determine the elements of telecommunication and/or teletherapy required for a specific profession moving into the future.
3. Develop an action plan for an identified profession that will serve as a blueprint for application of telecommunication and/or teletherapy among coursework.

Promoting Team-Based Learning Using Virtual Interprofessional Collaboration and Pedagogy

Denise Ludwig, Grand Valley State University

Janna Pacey, Grand Valley State University

Srihimaja Nandamudi, Grand Valley State University

Kelly Machnik, Grand Valley State University

Keyword Search: Virtual Learning, Team-based Learning, Interprofessional Collaboration

Remote learning is expected to be a new standard method of instructional delivery option in future. Active team-based learning between students of different healthcare disciplines is always challenging to incorporate into the classroom as students have

limited opportunities to develop understanding of the roles and responsibilities of other professions and for team communication for patient-centered care. The virtual simulation included 411 students representing fourteen disciplines with fifteen educators. Small group discussions enhanced student participation and engagement for identification of tenets of interprofessional collaborative practice focused on social determinants of health. Learning outcomes were discussed based on a post-analysis of learner data.

Learning Outcomes:

1. Introduce team-based learning to improve learners' experience by sharing their approach to problem solving and decision making in a virtual platform.
2. Implement learning strategies to practice peer learning and engagement methods using a virtual interprofessional collaboration.
3. Incorporate team-based simulation to develop confidence in interprofessional communication skills using virtual learning methods.

Opportunities and Challenges: Assigning Citizen Science Projects in a Distance Education Environmental Science Course

Megan Lupek, North Carolina State University

Keyword Search: Citizen Science, large Enrollment, Distance Education

This study highlights a citizen science project assigned in a distance education section of Intro to Environmental Science. The students were instructed to use an app to measure the height of 3 trees as well as the tree's diameter. They submitted the data to the National Tree Benefit Calculator to assess each tree's value. This project will discuss students' familiarity with citizen science, future interest in participating in citizen science projects, and confidence in their measurements. Content analysis was conducted on reflection questions to gauge learning outcomes.

Learning Outcomes:

1. Identify some difficulties creating citizen science assignments for large enrollment, distance education courses.
2. Understand the benefit of using citizen science projects in the classroom.
3. Determine if the citizen science project featured in the presentation is appropriate for their own classes.

Students Create Educational Products to Enhance Climate Change Literacy

Megan Lupek, North Carolina State University

Keyword Search: Climate Change; Active Learning; Environmental Literacy

This study highlights a project assigned to a large enrollment, distance education section of Intro to Environmental Science. The project asks students to 1) choose an audience to teach about climate change and 2) create an appropriate educational product (ex. The audience could be elementary school students and the product could be an illustrated children's book). This study will describe the types of projects submitted by students, highlight the content analysis of the reflection questions submitted with the assignment, and discuss student learning outcomes.

Learning Outcomes:

1. Describe the climate change project assigned in class.
2. Describe the student learning outcomes of the project.
3. Determine whether this project is appropriate for their courses.

Using an Online Escape Room to Teach Essential Employability Skills

Angela Lyrette, Algonquin College

Keyword Search: Employability Skills, Game-based Learning, Groupwork

Participants in this session will participate in an online "escape room" activity designed to introduce six essential employability skills. In this timed activity, participants in

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groups of four will work together to solve puzzles, analyze clues, eliminate evidence, and solve problems using communication, numeracy, information management, critical thinking, and interpersonal and personal skills. Participants will be invited behind the story to investigate the tools (Adobe Spark, Google forms, Kahoot, YouTube, adult learning and game theory) used to create the experience for application in their own virtual classrooms.

Learning Outcomes:

1. Communicate effectively and collaboratively in multi-generational and multi-cultural environments.
2. Describe group dynamics, team building, negotiation, democracy.
3. Apply problem solving and critical thinking skills; logic, geographic, math, patterning.

Does Open Annotation Enhance Student Performance and Sense of Belonging?

Erin McKenney, North Carolina State University

Carlos Goller, North Carolina State University

Keyword Search: Hypothes.is, Open Annotation, Online Learning Community

The COVID-19 pandemic has disrupted nearly every aspect of life, including course delivery. As the academic world has transitioned to quarantine, students and instructors alike have voiced concerns over our ability to build community. Here we assess the utility of Hypothes.is, a free online annotation tool, for fostering deeper understanding of course materials through peer discussion. We implemented Hypothes.is annotation assignments for required readings in upper-level undergraduate classes in ecology and biotechnology, with ~50 students enrolled in each discipline. We predict that the number and connectivity of student contributions will positively correlate to performance and sense of belonging.

Learning Outcomes:

1. Assess the utility of Hypothes.is open annotation tool.
2. Evaluate impact of open annotation on sense of belonging and performance.
3. Design a Hypothes.is annotation assignment.

Do open-ended creative assignments enhance student learning in undergraduate ecology?

Erin McKenney, North Carolina State University

Keyword Search: Visual Learning, Science Communication, Formative Assessment

Drawing facilitates scientific knowledge building by enabling students to scaffold complex spatial concepts. Previous studies have correlated both the accuracy and quality of drawings with student performance, and activities that combine visual and oral communication further enhance student learning. However, we lack evidence that communicating ecological concepts through a combination of pictures and written text might yield similar synergistic benefits. To address this gap, I am investigating whether creating an original figure and caption enhances performance for ~100 undergraduate ecology students. I predict that students will score higher on topical quizzes after creating a figure to explain a given topic.

Learning Outcomes:

1. Asses utility of BioRender for figure design.
2. Evaluate impact of figure creation on student performance.
3. Design a BioRender assignment for their own class.

Retaining Non-Traditional Online Students

Courtney McQueen, Embry-Riddle Aeronautical University Worldwide

Keyword Search: Online Community, Adult Online Education, Student Success

Online adult education enrollment has accelerated because of convenience, technology, and more institutions are offering full degrees online. Because of this

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growth, retaining students can be taxing. My poster presentation will show creative methods to retain non-traditional adult learners by creative engagement, innovative content, and online camaraderie between students and instructors. My suggested methods will lead to a successful semester, higher grades, lower drop rates, and a more enjoyable online learning community.

Learning Outcomes:

1. Take away new ways to get to know their students to promote a community learning experience.
2. Generate creative discussions and open lessons intended to encourage student retention and higher passing rates and grades.
3. Participants will learn innovative ways to encourage students to have a positive and enjoyable online learning experience.

Can a Course Syllabus Improve Students' Metacognition and Engagement?

Neal Malik, California State University, San Bernardino

Keyword Search: Student Engagement, Motivational Syllabus, Metacognition

You never get a second chance to make a first impression. Course syllabi may generate students' first impressions of a class and an instructor. Therefore, opportunity exists to use course syllabi to prime students toward incorporating metacognition, stimulating active participation, and enhancing the learning process and outcomes. Research has indicated that language within course syllabi, such as words of encouragement, may also increase student engagement. This session will detail constructs of Motivational Syllabi and their efficacy to overcome barriers to student engagement while encouraging learners to take an active role in their education.

Learning Outcomes:

1. Describe how a Motivational Syllabus differs from a traditional course syllabus.
2. Apply constructs of a Motivational Syllabus to their own course syllabi.
3. Assess how a Motivational Syllabus can enhance student engagement and metacognition.

Technology, Teaching & Transformation: A Critical Analysis of Student Engagement Using Nearpod

Daniel Mallinson, Pennsylvania State University, Harrisburg

Laura Cruz, Schreyer Institute of Teaching Excellence

William Illingworth, Pennsylvania State University, Harrisburg

Keyword Search: Student Engagement, Technology, Intentional Design

In 2019, our campus adopted Nearpod, a classroom engagement tool. Sixteen faculty of all ranks and disciplines adopted it and nine of those participated in our study of student engagement, as measured through changes in cognitive, behavioral, and affective outcomes. This session demonstrates how Nearpod can be used to enhance student engagement, including hands-on activities for participants. These interactive examples will be followed by the results of our study, which suggest that technology alone does not enhance engagement, but technology combined with intentional design can be transformative. This will also allow us to discuss the question of what constitutes engagement.

Learning Outcomes:

1. Use Nearpod, a classroom engagement tool, and consider how to apply it in their own classroom.
2. Critically evaluate the relationship between student engagement and technology

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3. Assess the results of the study and its implications for your own teaching practice.

Intentionally Fostering Relationships and Community In Online Courses

Jamie Mansell, Temple University

Anne Frankel, Temple University

Laurie Friedman, Temple University

Jennifer Ibrahim, Temple University

Keyword Search: Classroom Community, Instructional Design, Online Engagement

Engagement and community are vital to quality courses; however, this can be difficult to build in an online environment. In this session, we will discuss traditional and innovative ways to increase engagement and a sense of community both inside and outside the virtual classroom. There will also be an opportunity for attendees to evaluate their courses and determine ways to build authentic learner-learner and learner-instructor connections.

Learning Outcomes:

1. Describe the benefits and barriers to fostering community that extends beyond the classroom in online courses.
2. Identify teaching strategies for fostering community in online courses.
3. Evaluate their own courses for opportunities to foster community.

Virtual Reality: A Pedagogical Approach to Online Student Engagement

Ronda Mariani, Bloomsburg University of Pennsylvania

Thomas Tanner, Bloomsburg University of Pennsylvania

Keyword Search: Virtual Reality; Online Education; Course Design

COVID-19 has suddenly forced educators to rethink pedagogical approaches. Moreover, this disruption has forced academics into the virtual world with their students. Unquestionably, this has led educators to rethink content delivery. Goh and Sanders (2019) claim that education as a whole is increasingly becoming transformed, and with the assistance of new technologies and tools, pedagogical approaches and activities are changing. One such technology that is being revisited is Virtual Reality (VR) platforms. The purpose of this presentation will be to discuss VR, its application to learning and engagement, and strategies that could be implemented in classroom course design.

Learning Outcomes:

1. Discuss and examine the application of VR in context with student engagement.
2. Evaluate existing examples and outcomes of VR classroom implementation.
3. Create a plan to apply VR to classroom course design.

Launching TLC Partnerships through two Large Enrollment STEM Courses

Kathleen Marrs, IUPUI

Lin Zhu, IUPUI

Keyword Search: Themed Learning Community, Student Belonging, Course Design

Themed Learning Communities (TLCs) are High-Impact Practices with significant benefits for students and faculty. We have developed a model to utilize two large enrollment classes (Biology and Chemistry) as a focused option for TLCs based on interests and career goals. We will focus on the development and modification of our learning community, Molecules to Medicines, over the last 7 years, as well as provide models to show how team collaboration can be accomplished to link each component of the learning communities. We will review data on student belonging and success, retention, and satisfaction with the model from all participants.

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Learning Outcomes:

1. Discuss the considerations to take before starting a themed-learning community.
2. Learn ideas of appropriate activities and assignments for a themed-learning community, whether on-line or in-person, or a hybrid model.
3. Learn how to assess the effectiveness of a themed-learning community.

Group Projects Exploring Structure-property Relationships in Introductory General Chemistry

Marion Martin, North Carolina State University

Keyword Search: Creative, Critical, Peer Review

Students work in groups in a large-enrollment introductory general chemistry course to complete a semester-long project exploring a key learning objective for the course: identifying the impact of structure on chemical properties. Each team constructs a representation of a molecule of their choice to demonstrate its significance. Activities include idea generation, exploring intellectual standards of critical and creative thinking, and providing peer review, as process is emphasized just as much as the final output. The impact of this learning experience will be assessed by review of self-reflections and by reviewing exam performance on questions related to structure-property relationships.

Learning Outcomes:

1. Define the intellectual standards of critical and creative thinking.
2. Develop scaffolded activities to engage students in a group project.
3. Use peer review to reinforce standards of critical and creative thinking.

Piloting Cross-Institutional Collaboration between an HBU and a PWI

Martine Mathieu, North Carolina State University

Matilda Odera, North Carolina State University

Andrea Ofori-Boadu, North Carolina Agricultural and Technical State University

Jennifer Richmond-Bryant, North Carolina State University

Keyword Search: Diversity, Collaboration, Digital Learning

North Carolina State University and North Carolina State Agricultural and Technical University faculty implemented a pilot research project pairing undergraduate students from the two institutions to virtually collaborate. Our overarching goal was to understand the impact of inclusive learning practices on the perspectives and perceptions of students from different institutions and racial backgrounds by fostering close working relationships. The project involved creating shared educational and research experiences among the students. We then assessed the inclusive learning experience based on an Intercultural Knowledge and Competence rubric. Preliminary results show that the students' interactions became more empathetic and balanced over time.

Learning Outcomes:

1. Identify and define domains under the Intercultural Knowledge and Competence rubric.
2. Improve understanding of how inclusive learning practices may impact the perspectives and perceptions of undergraduate students from different institutions and racial backgrounds.
3. Improve understanding of a method for using web-conferencing technologies for expanding undergraduate students' personal and professional connections.

Faculties' & Students' Perspectives: Open Educational Resources/Inclusive Assess Resources

Molly Marnella, Bloomsburg University

Cherie Roberts, Bloomsburg University

Keyword Search: Open Educational Resources, Inclusive Access

This presentation will share student survey data from eight courses using Open Educational Resources (OER) and Inclusive Access to determine students' views of these resources. As first-time faculty users of OER/Inclusive Access materials, we were curious to learn students' perspectives on the use of these resources. Students were surveyed about the online source in order to determine future use. Faculty members views of these resources will be addressed as well.

Learning Outcomes:

1. Have insights to Open Educational Resources (OER) and Inclusive Access from the students' perspectives.
2. Have insights to Open Educational Resources (OER) and Inclusive Access from the students' perspectives.
3. Understand the difference between Open Educational Resources (OER) and Inclusive Access in courses.

Service-Learning at Your seat: Maximizing Community Engagement while Minimizing Student Stress

Mary Marshall, California State University Long Beach

Keyword Search: Student Stress, Community Connection, Instructional Strategies

Service-learning provides students an opportunity to meet course objectives while engaging in the community. These real-world experiences can elevate learning in a way students will remember. However, the traditional model that requires students to complete hours at sites off campus can be challenging. Major challenges such as transportation, costs, and time can hinder the enjoyment and learning outcomes students experience. One undergraduate Gerontology course engaged in "service-learning from your seat", where the community experience was brought into the classroom to alleviate these challenges. In Spring 2019, the class curated the entire issue of a local free magazine for older adults. In Spring 2020, the class created educational newsletter articles for caregivers and clients of a local senior support organization. To alleviate the stresses of transportation, cost, and time, groups interviewed experts on campus, and class time was allotted for this project. Student quotes about the Spring 2019 and Spring 2020 experience will be shared. Strategies for this type of Service-Learning in times of socially distancing will also be discussed.

Learning Outcomes:

1. Explain what service-learning is and its value in the classroom.
2. Explain how it can enhance learning outcomes with specific examples.
3. Know how to approach a community partner with ideas for "service-learning at your seat" and how to add low-stakes service-learning to their course.

Experimentation at a Distance: Engaging Science Learners in Online Laboratories

Mary V. Mawn, SUNY Empire State College

Keyword Search: Online Laboratories, Online Science, Distance Learning

With the growth of online education and the rapid shift to remote instruction, science educators are faced with the task of moving the laboratory online. This session will describe online laboratory approaches that address key learning objectives and promote engagement of remote science learners. Considerations include laboratory materials, safety and disposal, online interactions, and assessment of learning.

Examples will be provided from online courses that span the natural sciences, along

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with practical approaches that participants can implement in their online and remote classrooms.

Learning Outcomes:

1. Identify approaches for incorporating laboratory experiences in their online and remote courses.
2. Discuss key consideration when identifying lab experiences, including cost, safety, disposal, and accessibility.
3. Implement practical approaches for laboratories in their online and remote classrooms.

Videocase Analysis For Preservice Teachers' Growth As Culturally Responsive Teachers

Mina Min, Appalachian State University

Ashley Whitehead, Appalachian State University

Keyword Search: Culturally Responsive Teaching, Math, and Teacher Education

This proposed presentation will share a technology-integrated instructional strategy that can promote preservice teachers to become social justice-oriented agents. To be specific, this presentation will introduce a video case analysis project as a method to support preservice teachers to obtain and develop knowledge and skills for effective culturally and linguistically teaching for English language learners. In addition, it will also demonstrate how annotating activities and collaborative oral discussion employed in the video case analysis project facilitates preservice teachers' learning journey to become culturally and linguistically responsive teachers.

Learning Outcomes:

1. Know how they can design and implement a video case analysis for the purpose of supporting preservice teachers' growth as culturally and linguistically responsive teachers.
2. Know how technology integrated methods facilitate preservice teachers' learning to become social justice-oriented change agents.
3. Know how effective collaborative video case analysis is as a method for developing preservice teachers' knowledge and skills of inclusive practices for ELLs.

Use of a Free Web-Based Analytics Software in an Online Data Management for Business Course

Scott Mehall, Bloomsburg University

Edward Keller, Bloomsburg University

Keyword Search: Data Analytics, Data Visualization, Open Software

This presentation explores the use of SAS Viya, a web-based analytics software program available for free to students, in an online Data Management for Business graduate course at Bloomsburg University. The presentation will discuss two separate applications – one for Masters of Information Technology students well-versed in IT and analytics, and one for Masters of Accountancy students who are less experienced in this space. Through the use of tutorials, free certification courses, and faculty created/adapted assignments, students are able to take a hands-on approach to using an analytics platform with robust features. Student perceptions of SAS Viya are discussed.

Learning Outcomes:

1. Understand how a freely available software product can be used to teach data visualization.
2. Differentiate how novices learn data visualization and analytics compared to more experienced students.

3. Highlight student perceptions of the use, benefits, and drawbacks of this software tool for their professional careers.

Strategies for Transforming Teaching through Rethinking Teaching Goals and Assessment

E. Nicole Meyer, Augusta University

Keyword Search: Assessment, Online, Best Practices

Our continuing pandemic mode offers instructors an opportunity to rethink our teaching goals, align our assessments in creative ways that correspond to these objectives, enact inclusive pedagogy, increase interactive learning in innovative ways, and model empathy to our hurting students. Remote teaching requires rethinking how to engage students in their learning, create a student-friendly experience throughout, highlight transferable skills, and, in the case of language teaching, proficiency-oriented goals. Reflection, collaboration, and leadership skills all transfer to both better career preparation and the growth mindset. Assessment throughout the course, including a creative final project, engages students in advancing their own learning.

Learning Outcomes:

1. Redesign student learning outcomes to align with what they value.
2. Create collaborative assessments, some of which include gamification strategies.
3. Build community and collaboration despite physical separation.

Decoding Online: Overcoming Bottlenecks in Remote teaching and Learning

Joan Middendorf, Indiana Universit

Laura Cruz, Pennsylvania State University

Karen Bellnier, University of Rhode Island

Keyword Search: Online Teaching, Course Design, Threshold Concepts

The Decoding the Disciplines process has been the basis for meaningful course redesign for decades. In this session, you will identify bottlenecks in your on-line course design, with particular attention to challenges with motivation, engagement, and learning. You will identify key mental moves that can be integrated into your course design. Based on a series of interviews with experts in the field of on-line teaching and learning, the proposed design model integrates elements of the popular community of inquiry (COI) model with the iterative elements associated with the decoding pedagogy.

Learning Outcomes:

1. Identify cognitive, social, and emotional bottlenecks in your on-line/remote course.
2. Practice human-centered design using the decoding process.
3. Critically evaluate the design model.

Building Rapport with Students Online

Karyn Miller, Texas A&M University at Commerce

Jacqueline Riley, Texas A&M University-Commerce

Laura Slay, Texas A&M University at Commerce

Keyword Search: Rapport, Classroom Climate, Culture

Positive rapport between instructors and students is linked to a variety of student benefits, including a greater feeling of connectedness, increased learning, higher motivation, and greater participation. Yet, amid the chaos of the pandemic, instructors have been forced to reconsider how they create a positive online learning environment and foster good rapport. In this presentation we will examine factors contributing to positive instructor-student rapport, as well as practical ways in which

instructors can build relationships with students synchronously and asynchronously using technology. Throughout the presentation, we will invite participants to share ways they have developed rapport with their students online.

Learning Outcomes:

1. Examine the factors contributing to positive instructor-students rapport.
2. Explore concrete strategies for fostering positive rapport.
3. Brainstorm additional strategies for building rapport with students.

Cameras On Or Off? Building Community Amid Blank Screens

Karen Miller, Texas A&M Commerce

Jacqueline Riley, Texas A&M University-Commerce

Laura Slay, Texas A&M University-Commerce

Keyword Search: Camera-use, Synchronous online learning, Classroom community

The surge in online learning due to the pandemic has presented faculty with an unexpected challenge, conducting live video sessions with unseen students.

Increasingly, students are using social media to record faculty teaching to blank screens. One TikTok post, showing a lone student with her camera on during a live class meeting, went viral. Students have turned off their cameras; many faculty believe they should be turned back on. This conference session presents original data that illuminates this phenomenon from the perspectives of faculty and students. It concludes with implications for practice and building a sense of belonging and community that is so vital to students' academic and personal success.

Learning Outcomes:

1. Describe faculty's perspectives and experiences of students' camera use during live, online sessions.
2. Describe students' perspectives and experiences of students' camera use during live, online sessions.
3. Consider strategies for addressing students' and faculty's needs related to camera-use while promoting a positive learning community.

Now Is the Time to Embrace Mobile Learning

Christina Moore, Oakland University

Keyword Search: Mobile Learning, Access

When college students have to choose between owning a smartphone or laptop, they often choose a smartphone as it meets more of their crucial life tasks (Tobin & Behling, 2018). Mobile learning can not only extend learning, but also increase the creativity, relevance, and inclusion of our courses. With strategic use of mobile-friendly documents, the LMS app, and one or two other apps, we can greatly increase students' access and opportunities to engage in important learning activities that complement deeper learning. Participants will identify first steps toward making course learning and participation possible on the go.

Learning Outcomes:

1. Reflect on their own mobile learning practices and opportunities.
2. Evaluate their course materials for mobile access.
3. Identify learning activities, tools, and practices that may increase mobile learning opportunities.

"I should have retired last year": Themes from the Pandemic

Michael Morrone, Indiana University

Christopher Young, Indiana University Northwest

Keyword Search: Well-being, Classroom Community, Online Instruction

In April 2020, the Journal of Teaching and Learning with Technology issued a call for manuscripts on transitioning to online teaching and learning during the COVID-19

pandemic. We encouraged work discussing how the pandemic challenged current practices in teaching and learning, encouraged experimentation, or brought about novel conclusions. While many manuscripts discussed the nuts and bolts of the pivot to online, for example considerations of modality, others focused on a need to change attitudes, stress community building, and attend to physical and mental well-being. Our presentation centers on themes that emerged from the crucible of faculty and student experiences.

Learning Outcomes:

1. Identify innovative pedagogical techniques helpful in times of urgency.
2. Embrace change as positive in times of necessity.
3. Embrace the need to support students as total persons not simply as minds to be improved.

Skin and Gene – A Metacognitive Model to Combine Knowledge and Awareness

Soma Mukhopadhyay, Augusta University

Keyword Search: Skin-Color, Gene, Metacognition

Human physiology is a complex balance among the internal organs and gene expression to maintain homeostasis. Skin coloration is a combination of pigmentation, ultraviolet exposure (UV), and gene expression, which is driven by evolutionary pressures and natural selection. Skin tone is also associated with several physiological processes, such as vitamin D synthetization, maintenance of bone density and the concentration of folate in the blood. I have developed a course module to introduce these concepts to the students in physiology classes, to bring awareness about UV exposure and skin cancer, and to emphasize that biologically skin color does not define race.

Learning Outcomes:

1. Understand the relation between skin color and molecular evolution.
2. Get some idea about building a course module with active learning.
3. Relate to the concept of skin color, public health and social awareness.

Killers To Motivation: Overcoming Challenges In Students' Downloading Critical Software

Salome K. Mshigeni, California State University San Bernardino

Keyword Search: Downloading, Software, Technology

Because of the suddenness of the move to virtual modes, many students are facing unexpected challenges such as reliable internet access; proper computer equipment; glitches in software operation; knowing who to call for technical assistance; faculty who don't understand IT lingo, etc. This presentation will provide an example of one of these technological challenges: downloading software that is critical for educational purposes. A 6-month overview of students' feedback will provide insights on their challenges. Concrete recommendations on how to overcome technology issues in general, and software downloading challenges, will be discussed.

Learning Outcomes:

1. Analyze students' technological challenges.
2. Understand evidence-based strategies to assist and motivate students in downloading software.
3. Determine how to act as intermediary between students and campus IT support.

Personalizing the Impersonal: Digital Faculty Development Programming and Individualized Growth

Marc Napolitano, United States Air Force Academy

Kim Hosler, United States Air Force Academy

Keyword Search: Faculty Development, Online, Reflection

During the recent pandemic, the staff of the Air Force Academy's Center for Educational Innovation shifted its faculty development programming online by converting face-to-face workshop series into online "courses." Despite initial concerns that this format would make faculty development programming feel impersonal, the online approach conducted to a more personalized experience for faculty participants by requiring greater individual initiative and a more significant number of individualized activities. During this round-table, we will facilitate a conversation about CTLs' attempts to transition faculty development programming to the online environment and how these endeavors may allow CTL personnel to create more meaningful, individualized development programs/pathways for faculty.

Learning Outcomes:

1. Share strategies and practices for transitioning faculty development programming to the online learning environment.
2. Analyze how the online medium conduces to sustained reflection-based activities, and how such activities can contribute to individualized faculty development.
3. Debate the benefits and challenges of asynchronous developmental programming.

STEM Faculty-Student Interactions And Learning During Covid 19: A Grounded Theory Study

Andrea N. Ofori-Boadu, North Carolina Agricultural and Technical State University

Mercy Fash, North Carolina Agricultural and Technical State University

Alesia Ferguson, North Carolina Agricultural and Technical State University

Angela White, North Carolina Agricultural and Technical State University

Keyword Search: Online Learning, Pandemic, Institutional Resiliency

The purpose of this nationwide study is to gain insights into how faculty-student interactions impacted STEM student learning, improvisation decisions, and performance during COVID-19. Adopting a grounded theory approach, 63 STEM students from six U.S institutions narrate STEM learning experiences during one-hour ZOOM interviews. Data is analyzed using the NVIVO qualitative analysis software. Findings revealed positive and negative STEM faculty-student interactions influence student motivation, peace of mind, learning, improvisation decisions, and performance. While proactive STEM students with prior virtual learning experiences are able to maintain or even improve their STEM performance, other students opt for pass/fail option or complete withdrawal due to extreme discomfort with their STEM performance. Long-term institution-specific resiliency plans that strengthen student and professor adaptability to unexpected institutional challenges such as COVID 19 are strongly recommended.

Learning Outcomes:

1. Understand student learning experiences and improvisation decisions during pandemics.
2. Implement instructional strategies that enhance student learning, performance, and success during pandemics
3. Recommend effective institution-wide practices that support student online learning and performance during pandemics.

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FlipGrid & Padlet Facilitate Equitable Innovative Teaching in COVID-19

María Ortiz, University of Cincinnati - UC Blue Ash College

Annette Redmon, University of Cincinnati - UC Blue Ash College

Keyword Search: Technology, Online, Equity

Innovative teaching and active learning promote student engagement. COVID-19 afforded not only challenges but opportunities to utilize technology to create a virtual learning environment where students could interact with classmates. During the pandemic, the presenters' use of Flipgrid and Padlet transformed previous supplemental activities to fundamental application tools to facilitate student engagement by maintaining and strengthening student contact and community during asynchronous activities. The presenters will share examples of Flipgrid and Padlet assignments and suggestions of how these transformative tools can be integrated across disciplines and can also advance equity, thereby enriching the virtual classroom experience.

Learning Outcomes:

1. Identify, compare and contrast technologies implemented for creating and supporting community in an online learning setting.
2. Prioritize and design for equitable pedagogical practices in various subject areas.
3. Adapt, develop and facilitate innovative learning activities for an engaged online learner.

FeedFORWARD: Helping Students Utilize Feedback on Writing

Cassandra O'Sullivan Sachar, Bloomsburg University of Pennsylvania

Keyword Search: Feedback, Writing Process, Writing Achievement

Although feedback is a crucial part of the writing process, many students simply check their scores, failing to heed the advice educators carefully provide. They also may discount our feedback as overwhelming, hurtful, or unclear despite our best intentions. However, instructors who frame feedback meaningfully and train students to make use of these comments, both in revisions and future assignments, can greatly impact student achievement. In this workshop, attendees will learn different strategies for delivering feedback that can help students listen to it. When students learn to transfer the feedback to upcoming assignments, growth is far more likely to follow.

Learning Outcomes:

1. Understand the purpose of feedback.
2. Learn dos and don'ts of giving valuable feedback.
3. Acquire strategies to convince students to use instructor feedback.

Making Lemonade Out of Lemons During the Coronavirus Pandemic: New NC State University Program for Professors to Virtually Engage K-12 STEM Students

Lisa Paciulli, North Carolina State University

McKenzie Nalley, North Carolina State University

Caroline Diehl, North Carolina State University

Taeim Kwon, North Carolina State University

Keyword Search: Faculty Outreach, K-12 STEM Education, Virtual Learning

During the Coronavirus pandemic, educators were stressed switching from F2F to remote teaching, but still wanted to help others. Hence, a university helping K-12 program was born. 88 College of Science's (COS) faculty gave remote live talks to 161 K-12 science classes. Significantly more urban district teachers requested speakers than rural district teachers ($p<.0001$), and significantly more elementary school teachers requested talks than middle ($p<.0001$) or high school teachers ($p<.0001$). While fewer faculty and teachers participated than expected, the program

was beneficial to teachers and students, demonstrating that during times of hardship, educators can help one another.

Learning Outcomes:

1. Identify a simple way to incorporate outreach opportunities for university faculty during a pandemic.
2. Implement the NC State Helping K-12 Program in a wide range of college/university departments.
3. Engage K-12 students in science, while advancing the Science, Technology, Engineering, and Mathematics (STEM) field during a scary and uncertain time.

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Opportunities for 2020 Associated with a Presidential Election

Mike Pinter, Belmont University

Keyword Search: Student Engagement, Election Engagement, Student Learning

We consider a range of activities that connect themes associated with a Presidential election year to opportunities with students in our courses and to faculty development. These themes include democracy, civil engagement, voting, and elections more generally, with specific examples that suggest ideas regarding how to help students evaluate the news and the timely 100th year anniversary of women's suffrage in the United States. We describe faculty development platforms on our campus that have been and will be used in this regard to serve faculty teaching and learning needs.

Learning Outcomes:

1. Identify useful resources for further exploration of potential election-year topics.
2. Associate some related historical topics to contemporary voting and election issues.
3. Incorporate one or more session ideas into Fall 2020 courses or faculty development activities.

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Teaching Diversity to Counter Racial Bias and Promote a Positive Classroom Culture

Iglika Pavlova, University of North Carolina Greensboro

Keyword Search: Diversity, Race, Online

Educators must purposefully design activities to reduce racial bias as a curriculum that does not explicitly address racial issues can even increase student racial bias (Donovan et. al, 2019). Learning accurate information on human biological diversity can reduce racial bias and can be combined with approaches to promote a growth mindset and reduce stereotype threat. The session introduces a start-of-semester module on race used to establish a positive classroom culture and productive active learning in groups. The module is helpful for online learning, especially in the COVID era to engage students who have not chosen the online format.

Learning Outcomes:

1. Describe specific benefits of social diversity in group work.
2. Outline biological facts that undermine the existence of human races.
3. Reflect on how the presented strategies to reduce racial bias can be used in their own work (courses, faculty development, or administrative unit).

Implementing Flipped Learning Online to Promote Integrated Learning During COVID-19

Jessica Peacock, Merrimack College

Keyword Search: Active Online Learning, Integration, Health Science Courses

In an effort to improve student success during COVID-19, we implemented an online flipped learning method to maintain an active integrated learning environment among students enrolled in four health science courses. Participants emphasized the immediate application of pre-class work, ability to actively engage in content through online interactive activities, and ability to visualize content as positive elements of learning. Data analysis to assess performance is in process and will be determined shortly. Implementing a remote flipped learning model to promote active learning during the COVID-19 pandemic can provide students with an active integrated learning environment for first year students.

Learning Outcomes:

1. Customize your course to achieve tangible learning outcomes in using flipped learning in an online remote format.
2. Incorporate best practices of remote Applying Improvement Science to Promote Online Course Delivery Success
3. Flipped learning while planning the course curriculum to ensure high student satisfaction.

Through the Social Justice Lens: Cases from Language and Literatures

Amanda Petersen, University of San Diego

Iván Eusebio Aguirre Danancou, University of California, Riverside

Brian Gollnick, University of Iowa

Christine Baker, Temple University

Carolyn Wolfenzon Niego, Bowdoin University

Lauren Reynolds, University of North Alabama

Keyword Search: Social Justice, Inclusive Classroom Community, Urgent Topics of Today

This presentation is a practical approach to why social justice and inclusion is crucial in our classrooms using the example of language and literature classrooms. We present case studies on how we decolonize our approaches by centering blackness, women and trans* authored texts, and historically racially stigmatized figures. We break traditional dynamics of translation in both literary and community activist translation and reveal the urgent lessons of even the traditional canon in our

classroom praxes. We will explore concrete ways that, even with varied linguistic abilities, we create learning communities online to incorporate social and racial justice, develop tactics for discussing challenging topics online, and apply pedagogical frameworks that support our practices.

Learning Outcomes:

1. Explain why diversity matters even in fields that are not historically social justice based with pedagogically appropriate theories.
2. Apply concrete ideas for activities to bring in social justice into their (online) classrooms.
3. Craft an online appropriate model of dialogue and discourse on race and social justice.

Stimulate Interest and Motivate Learning Through Multiple Means of Engagement

Karen Pezzolla, Bloomfield College

Keyword Search: UDL, Multiple Means Of Engagement, Equity Opportunity For Learning

A college professor is charged with meeting the needs of students from diverse backgrounds and as a result, students step into the classroom with multiple learning needs. The question then becomes, how to ensure all students have equitable access to learning. This can be a daunting task specifically when course delivery is online. You can create an online learning environment that challenges, excites and motivates learners. One way to stimulate interest and motivation for learning and increase active participation by both students and the instructor is through multiple means of engagement, one principle of the UDL framework.

Learning Outcomes:

1. Explain the third principle of the UDL framework, multiple means of engagement.
2. Identify strategies for providing multiple means of engagement in an online learning environment.
3. Identify strategies for providing multiple means of engagement in an online learning environment.

Low-Stakes Creative Thinking Activities in Support of High-Stakes Writing Assignments

Christin Phelps, North Carolina State University

Jamie Larsen, North Carolina State University

Melanie Graham, North Carolina State University

Keyword Search: Scaffolding, Critical Thinking, Student Engagement

Four faculty members conducted a study to test our hypothesis that low-stakes, creative thinking assignments improve student success on high-stakes critical thinking projects. Initial results indicate that student resistance decreases and success with overall project outcomes increases when creative opportunities are introduced in the planning stage of the writing process. Furthermore, invoking creative thinking leads students to a broader understanding of learned skills as well as applications of those skills. We will show one way instructors across disciplines can specifically address and build creative thinking in student learning on writing assignments, and the importance of doing so.

Learning Outcomes:

1. Scaffold assignments to improve learning outcomes.
2. Increase creative and critical thinking opportunities for students.
3. Identify the importance of creative thinking opportunities.

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Teaching An Advanced CURE Lab During The Pandemic: Successes And Challenges

Ghada Rabah, North Carolina State University

Keyword Search: CURE; Upper-Level Lab; Chemistry

Upper-level classes with a course-based undergraduate research experience (CURE) component have been especially challenged by the shift to remote learning imposed by the pandemic. This presentation describes the adaptation of a course in advanced measurement techniques that incorporates an interdisciplinary research component to the switch online. Activities that incorporate remote access by the students to the relevant instrument software to engage them in the experimental design of the experiments as well as data processing, analysis, and reporting will be described. Success and challenges as well as responses to an anonymous student survey about the impact on student learning experience will be shared.

Learning Outcomes:

1. Consider a course design where undergraduate research opportunities are retained during online teaching.
2. Consider strategies to teach experimental design and data processing and analysis skills through the incorporation of relevant online tools.
3. Consider the learning opportunities from continuing to incorporate such tools when schools return to face-face teaching.

Evaluation Of Class Activities In The General Chemistry Classroom

Harshani N. Rathnaweera, University of Georgia

Keyword Search: Student Engagement, Active Learning, Game-Base Activity

Student engagement through class exercises is one of the methods that can help to enhance students' interest and motivation in the subject. The selection of in-class activities is a challenge because they should combine content reinforcement with some degree of "fun" for best results. Here we discuss several active learning strategies such as worksheets, clicker questions and game-based activities implemented in an undergraduate general chemistry class and their impact on the students' learning process and engagement in the classroom. Through this work, we discovered that the worksheets were students' (self-reported) most engaging activity, whereas the game-based activities were the most enjoyable and interactive. Surprisingly, we found that the availability of worksheets in hard copy format enhanced student engagement with the activity. We conclude that the worksheets provided the most helpful learning tool for reinforcement of class content.

Learning Outcomes:

1. Understand the strength of active learning in class for students learning process.
2. Design in class activities which are appropriate to your classroom.
3. Understand the importance of student engagement in class activities.

Brief Mindfulness Meditation Practice as Self-Care in Health Profession Students

Martina Reinhold, Grand Valley State University

Dawn DeVries, Grand Valley State University

Keyword Search: Mindfulness, Self-Care, Mental Health

The rate of depression and anxiety disorders has steadily increased at places of higher education in the US, including the Health Professions. Consequently, a rapidly growing number of students are seeking mental health treatment, with mental health support services becoming overwhelmed. Contemplative practices such as mindfulness-based meditation may offer a valuable tool for developing skills critical to self-care during school and may extend to the therapeutic relationship. This presentation will describe

the use of brief mindfulness meditation practices to reduce feelings of stress and anxiety while improving self-care in health profession students.

Learning Outcomes:

1. Define and describe contemplative practices and their impact on self-care, self-awareness and empathy.
2. Discuss examples of mindfulness-based meditation practices.
3. Learn one effective model on how to provide brief mindfulness-based meditation practice opportunities to college students.

Improving Communication Skills in Healthcare Provider Education

Martina Reinhold, Grand Valley State University

Allison Metz, Grand Valley State University

Sherri Fannon, Grand Valley State University

Molly Paulson, Grand Valley State University

Paul Christensen, Grand Valley State University

Keyword Search: Communication Skill Training, Interview Simulation, Simulations Employing Actors

Training student providers in the art of communication is mostly passive and assumed to occur by observing mentors in clinical rotations. This learning can be highly variable depending on the skill and training of clinical mentors. A more intentional approach to teaching these skills is needed. Simulation facilitates learning in a safe environment with observation and feedback. This presentation describes the partnership between several programs at GVSU (Physician Assistant (PA), Theater Program, Kirkhof College of Nursing, and Simulation Center) in a new approach to instruct health profession students in the art of high-stakes emotional conversations using simulation with trained actors.

Learning Outcomes:

1. Be aware of the need to have a more intentional approach to teaching high stakes emotional conversations to health care providers.
2. Be familiar with the VITALtalk model of instructing students and trainees in the art of communicating serious news.
3. Learn one method on how to incorporate training of students in the art of difficult conversations into the curriculum.

Using Metaphor as a Pedagogical Tool, the Rubik's Cube and Understanding Cultural Diversity

Jacqueline E. Romano, California State University, San Bernardino

Keyword Search: Cultural Diversity, Metaphor, Pedagogical Tool, Rubik's Cube

Future educators face challenges trying to meet the diverse needs of students in schools. However, gender, racial, ethnic, cultural, linguistic, religious diversity falls short if limited to these six facets. As cultural, ethnic, language, and religious diversity increases in the United States, the challenges of educating students deepens. Using the metaphor of the Rubik's Cube as a pedagogical tool can point to a better understanding that a student has more than six facets. Understanding "diversity" in the classrooms, educators can better serve the social-emotional and academic needs of the students.

Learning Outcomes:

1. Discuss the definition of diversity from various perspectives (e.g., multidisciplinary -sociopolitical context and education).
2. Identify limitations to facets of diversity beyond constructs such as gender, race, culture, language, ethnicity, religion, age.

3. Transfer information into their own disciplines utilizing the Rubik's metaphor when addressing issues of diversity within their own practice by labeling various facets of diversity on a cube (hand-drawn, handout).

Designing Inclusive Online Learning Environments for Minoritized Students

Melissa L. Salazar, CEO ESCALA Educational Services Inc

Alena Yastchenko, Central Washington University

Flor Madero, Angel State University

Keyword Search: Minoritized Students, Online Learning, Culture

Minoritized students in higher education fare poorly in online learning environments compared to face-to-face teaching (Yeboah and Smith, 2016), and researchers and instructors are just beginning to understand the complexity of factors that impact minoritized student engagement and interaction online (Plotts, 2020). The presenters of this session will present the results of their analysis of more than 30 online courses in 6 different minority-serving institutions, and show how patterns of disengagement can occur online for non-dominant cultural learning frameworks.

Participants will receive an Inclusive Top 5 Ways to Design for Inclusivity so that they can be more intentional in creating assignments, discussion policies and interactions that foster success for students multiple cultural learning frameworks.

Learning Outcomes:

1. Be able to explain one way cultural frameworks differ in higher education in terms of purpose for learning, communication, and role of teacher.
2. Describe one-way engagement, communication, or motivation gaps occur for non-dominant cultural learning frameworks online.
3. Describe one specific shift they can make to an assignment, policy, or environment improve online learning for minoritized students.

Strategies for Engaging Students in Real-time Remote Learning Sessions

Carolyn Samuel, McGill University

Angela Guadagno, McGill University

Mariela Tovar, McGill University

Keyword Search: Synchronous, Community of Inquiry, Student Engagement

The COVID-19-imposed shift to [remote teaching](#) has left many instructors feeling at sea about how to connect with students and engage them in learning. Our CTL developed [templates](#) to illustrate how on-campus classes can be adapted to Zoom sessions. These templates, inspired by the [University of Minnesota](#), illustrate various interaction types and instructional strategies that reflect the core elements and categories of the Community of Inquiry framework (Garrison, Anderson & Archer, 2000) for supporting students in computer-mediated learning environments. Participants will see these strategies in action and leave with concrete ideas for planning synchronous classes.

Learning Outcomes:

1. Be able to describe a framework for planning strategies to engage students in learning.
2. Have experienced the implementation of an example of the framework.
3. Be able to implement concrete ideas for planning synchronous sessions.

Gauging the Effects of COVID-19 on Learning: An Integrated Approach

Fernanda Santos, North Carolina State University

Keith Harris, North Carolina State University

Yang (Alice) Cheng, North Carolina State University

Keyword Search: COVID-19 Pandemic, Online Teaching-Learning, Skill Gains

The COVID-19 pandemic presents students with dual challenges, course content and the technology used to deliver it. By studying these challenges, educators can adjust their teaching to meet their students' needs. This study aims to determine the impact of COVID-19 on the undergraduate/graduate learning environment. This assessment will help determine the effects of COVID-19 on academic performance and student perceptions of using online technology in food science and communication courses in a way that could be generalizable to other courses. The study considers both retrospective and prospective data, and students are being currently enrolled. Data collection concludes in May-2021.

Learning Outcomes:

1. Describe the possible effects of COVID-19 pandemic on learning environments and academic achievement.
2. Use a student survey to assess students' perceptions of the effectiveness of online technologies in lab/lecture-based high education courses.
3. Use combined survey and pre-post assessment data to inform an integrated approach to online teaching.

Lights, Camera, Feedback: Creating Instructor Presence Through Video Feedback

Victoria Scharp, Idaho State University

Mark Cooper, Idaho State University

Keyword Search: Video Feedback, Instructor Presence

Instructor presence is a critical element to student engagement within online course delivery. Providing video feedback to students on assignments is one way to create a consistent presence within an online course. Advantages of video feedback can include increased grading efficiency, the students' ability to refer back to the feedback, and providing a highly personalized opportunity to communicate detailed strengths or areas for growth. Potential drawbacks include technological requirements and student perceptions of unfavorable emotions from the instructor. This presentation will summarize the evidence base and offer specific strategies for implementing video feedback quickly and easily.

Learning Outcomes:

1. Summarize the evidence base for video feedback
2. Identify three advantages for how providing video feedback creates instructor presence.
3. Describe three methods for implementing video feedback.

Nipped in the Bud: COVID-19 Reveals Malleability of Student Self-Efficacy

NaTasha Schiller, Wingate University

Eileen Camfield, University of California Merced

Kirkwood Land, University of the Pacific

Keyword Search: Pandemic, Writing, Biology

What happens when a global pandemic disrupts a longitudinal study of student success? Researchers can unearth student resilience information! Case studies from two demographically different institutions, illustrate aspects of student self-efficacy that were undercut by the shift to emergency remote instruction (ERI). With a balance between cognitive and social interventions, this study shows how self-efficacy is highly malleable. This presentation reveals how writing activated student success/agency and provided feedback to instructors. This proved crucial to recovering emerging self-efficacy that was damaged by ERI due to the pandemic. Participants will discuss findings, ask questions, and share other techniques that promote self-efficacy.

Learning Outcomes:

1. Identify specific elements of student self-efficacy most vulnerable to external threats (global health crisis and isolation engendered by remote instruction).
2. Hypothesize how to build their own students' self-efficacy in the "new normal".
3. Analyze and predict which components of their own courses might require retooling.

Grading as Instruction

Barry Sharpe, Western Governors University

Keyword Search: Pedagogy, Grading, Course Design, Formative Assessment, Metacognition

Although there is much discussion about, and research supporting, the importance of formative assessments as part of designing a course to support student learning, I think there is a temptation to treat formative assessments as though they were summative assessments. When formative assessments are viewed simply as a measure of student performance, as opposed to a component of student learning, students miss opportunities for learning supported by practice, mistakes, scaffolding, and feedback-based metacognition. To address these concerns, this session will explore three ways of thinking about grading as instruction: format of assignments, reading reports, and samples of student work.

Learning Outcomes:

1. Identify how format of assignments (best-of format and sequencing/scaffolding of assignments) can support iterative practice in support of student metacognition and learning.
2. Connect reading reports with improved structure for reading, writing, and reflection.
3. Note how the use/distribution of samples of student work provide actionable feedback for students and support peer-to-peer learning.

Socrates and SOTL: An Old Method and Student Learning

Barry Sharpe, Western Governors University

Keyword Search: Socratic Method, Science of Learning, Metacognition,

In this workshop-style session, we will examine three images of Socrates as "teacher" from Plato's Dialogues (torpedo fish, gadfly, and midwife) and three concepts from the literature on the science of learning (generation, desirable difficulty, and the fluency illusion) in order to consider potential intersections between the Socratic Method and the science of learning. We will test the proposition that rethinking a traditional model of instruction, the Socratic Method, can provide insight into the work that faculty do with their students and suggest structure for the development of important metacognitive skills (for students and, perhaps, for faculty as well).

Learning Outcomes:

1. Identified how images of Socrates as teacher can advance our understanding of the science of learning.
2. Reflected on and practiced ways to support student metacognition.
3. Reflected on and practiced ways to address the fluency illusion and support improved student awareness as learners.

Online Learning Trade-offs: Students' Attitudes and Experiences During COVID-19 Pandemic

Natalya Shelkova, Guilford College

Katsiaryna Salavei Bardos, Fairfield University

Linda Hughen, Sacred Heart University

Keyword Search: Online learning, COVID-19, Undergraduate Instruction

With COVID-19 remaining a major public health concern, many colleges and universities retain online instruction as a main mode of teaching. But what do we know about online teaching and learning? In our empirical investigation we asked undergraduate students of a private New England university to share their attitudes towards online classes and learning outcomes immediately following Spring 2020 shut-downs. In our presentation we will share our results and compare them to earlier studies of online learning. Our preliminary findings inform that students do not view taking classes online equitable to taking classes in person. Students frequently cite that they do not learn as much when they are not in the classroom, they miss the personal interaction with faculty and classmates, and they lose motivation when classes are fully online. Students also find online exams to be easier and are less motivated to study and/or retain information and report having higher grades in online classes yet learn less.

Learning Outcomes:

1. List benefits and costs of online learning from students' perspective.
2. Be familiar with the literature on online learning.
3. Discuss unique experiences with online learning during COVID-19 shutdowns.

Increasing Marginalized Student Success Through the Frederick Douglass Institute

Shavonne Shorter, Bloomsburg University

Robert J. Green, Bloomsburg University

Carolyn Reid-Brown, Bloomsburg University

Erin Brummett, Bloomsburg University

Keyword Search: Diversity, Access, Equity

The Frederick Douglass Institute provides students with the opportunity to learn about social justice. Students participate through high-impact practices both in the classroom such as the learning community, or out of the classroom through a debate team, career mentoring program, and presenting research at conferences. Most students who participate are marginalized students. We have found that participation has led to higher GPA's, rates of retention, and graduation rates as compared to non-Institute students. We will share how our programs have developed, evolved, and bolstered our underrepresented students. We will then show participants how to develop similar programming.

Learning Outcomes:

1. Understand the purpose of the Institute and its programs.
2. Recognize how the Institute's programs have bolstered the success of underrepresented students.
3. Learn how to establish like programs at their campuses.

Implementation of Course-Level Gamification of Undergraduate Courses

Nathan Silva, Nevada State College

Sierra Adare-Tasiwoopa Api, Nevada State College

Keyword Search: Gamification, Engagement, Redesign

Implementing a course-level narrative through an undergraduate course increases the level of student engagement in the course when done properly. Incorporating elements of gamification successfully can motivate learners to persist in courses and studies and develop a passion for the subject area, especially for novice learners. Avoiding common pitfalls when it comes to implementing gamification can increase the level of learner engagement. Attendees will participate in some of the elements of gamification that students experience in these courses. Leaving this presentation, attendees should have an idea of how to implement gamification onto their own courses and some pitfalls to avoid.

Learning Outcomes:

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1. Identify elements of gamification they would be able to incorporate into their own courses.
2. Recognize common pitfalls in gamification that can harm learner engagement.
3. Develop a plan to incorporate those identified positive elements while avoiding most of the common pitfalls.

Integrating Bots in Discord to Engage Students in Online Courses

Varun Singireddy, Ferris State University

Jacob Pollak, Ferris State University

Kyle Bourcier, Ferris State University

Keyword Search: Bots, Online, Teaching

Student engagement in a synchronously or asynchronously delivered online course is a variable that depends on factors such as internet bandwidth, time commitment, connection with topics, anxieties, technological awareness, accessibility, and learnability. Although online instruction can be streamlined by using tools like Canvas, Blackboard and Zoom, its effectiveness is incomparable to face-to-face instruction. While Discord, a social messaging and VoIP service, is primarily targeted to gamers and eSports fanatics, its utilities could be used effectively to teach courses online. This presentation shows how integrating smart bots into Discord is capable of teaching an online course while boosting student engagement levels.

Learning Outcomes:

1. Create engaging online classroom environments using Discord.
2. Develop and host interactive servers on Discord to deliver course content.
3. Use bots to automate teaching functions through Discord.

Self-Care Tips to Teaching Online During the Year of Pandemics

Angela Smith, North Carolina State University

Kimberly Allen, North Carolina State University

Keyword Search: Student-Centered, Mental Health, Pandemic

Students are arriving to our virtual classroom spaces with various levels of responsibility and commitments, particularly in light of the multiple pandemics. As instructors and instructional designers, it is imperative that we remain aware of these external factors and employ a student-centered model of teaching and learning. In the session, we will brainstorm ideas related to creating an optimal student-centered learning environment that takes into consideration the mental health and wellness needs of distance students. Session participants can anticipate leaving the session with concrete strategies pertinent to constructivist pedagogy and examples of student-centered resources including intentional check-ins for synchronous sessions.

Learning Outcomes:

1. Identify strategies for checking in on students during the pandemics.
2. Explore constructivist pedagogy and identify specific ways to incorporate it into teaching practices.
3. Articulate the need for mental health support for distance education students, while highlighting self-care practices.

Supporting Self-Regulated Learning: Teaching Effective Learning Strategies

Brian Smith, formerly Graceland University

Sal Meyers, Simpson College

Keyword Search: Learning Strategies; Self-Regulated Learning

Our institutions seek to create life-long learners, yet students typically employ poor learning strategies (e.g., rote rehearsal). How do we help students use effective learning strategies? McDaniel and Einstein (2020) offer a 4-step theoretical

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framework to answer this question. Students are more likely to apply useful learning strategies (e.g., distributed practice; testing; constructing self-explanations) only when they understand a strategy (Knowledge), experience its benefits (Belief), appreciate its value (Commitment), and think through how they will use the strategy (Planning). Participants will leave with a formative Knowledge, Belief, Commitment and Planning framework to apply to their own curricula.

Learning Outcomes:

1. Apply the knowledge, belief, commitment, and planning framework to a course or curriculum.
2. Share others' ideas/practices to help students understand effective learning strategies, believe those strategies will be useful for them, be committed to using those strategies, and plan on when, where and how they will use the strategies.
3. Help colleagues and students value the Knowledge, Belief, Commitment and Planning framework.

Student Stories in Science: Alternative Methods for Student Experiential Learning

Mary Ann V. Smith, Pennsylvania State University

Keyword Search: Experiential Learning, CURE, Remote Transitions

Science students in introductory courses often fail to see why class content is important or how it relates to them. Lecturing, discussions and prompts may demonstrate the connection to student lives, but lack methods for students to make meaning with it, which would keep them engaged and could prompt student entry into the field. This research examines implementing a CURE into general science courses with a focus on how the experience of doing scientific research influences students' stories. Assessments were designed to bring the practice of storytelling into the curriculum, so students learn how to tell others their science story.

Learning Outcomes:

1. Encourage student immersive experiential learning sessions within their content areas.
2. Create opportunities for students to find meaningful connections to their local communities.
3. Examine storytelling as a method for student learning and engagement.

Integrative Thinking: Fostering Connected Learning through General Education

Brad Sottile, The Pennsylvania State University

Maggie Slattery, Pennsylvania State University

Keyword Search: General Education, Integrative Thinking and Learning, Student and Faculty Views

Integrative thinking, our institution's version of integrative learning, has been the focus of many courses in our general education program over the past three years. In this session, we will present the results of our IRB-approved study, including responses to a student survey ($n=1900$) and faculty interviews ($n=22$). Together with the participants, we will explore the many facets of integrative thinking, including definitions, perceived value, curricular models, assessments, and examples of teaching and learning practices.

Learning Outcomes:

1. Apply integrative thinking principles to their own teaching and learning practice.
2. Critically evaluate the concept of "integrative thinking" in their disciplinary context.
3. Explore the potential value of integrative thinking in the context of a general education program.

The Effects of Peer Mindsets in Online Academic Partnerships

Melissa Srougi, North Carolina State University

Keyword Search: Growth Mindset, Collaborative Learning, Online Course

Students' self-beliefs about their intelligence can have significant effects on academic achievement and other outcomes. However, less is known about how peers' mindsets influence one another. In this ongoing study, ~100 undergraduate and graduate students enrolled in an online molecular biotechnology course will be placed in heterogeneous partnerships based on their mindset beliefs. Student partnerships will perform critical thinking assignments throughout the semester both synchronously and asynchronously. Students' academic performance will be assessed using exams and homework assignments, while self-efficacy and mindset will be determined by validated pre/post surveys. Entering results and reflections from this study will be presented.

Learning Outcomes:

1. Determine the effects of peer mindset on individual self-beliefs.
2. Determine the efficacy of growth-minded collaborative partnerships on student academic achievement.
3. Determine the effects of peer mindset on an individual's self-efficacy.

Boosting SoTL/DBER at the Institutional Level via Virtual Faculty Development

Jennifer Stanigar, North Carolina State University

Maria Gallardo-Williams, North Carolina State University

Keyword Search: Online Training, Educational Research, SoTL

The presentation and publication of SoTL/DBER papers are expected outcomes for teaching faculty in higher education institutions. However, most faculty members don't have prior training in this area, and therefore struggle to excel in this task. We have developed an online faculty development program to address this issue. The interdisciplinary SoTL Institute at NC State was offered online in the Summer of 2020, with 17 participants selected through a competitive process. Preliminary outcomes of the program suggest that faculty that completed the Institute requirements are on track to present educational papers by the end of the academic 20-21 academic year.

Learning Outcomes:

1. Learn strategies for promoting interdisciplinary teaching research.
2. Explore the components of an online training program for a very diverse group of faculty with varied interests.
3. Share best practices for facilitating online faculty development.

Burning Bright Instead of Burning Out

Ingrid Steiner, University of Southern California

Keyword Search: Faculty Burnout, Faculty Support and Development, Institutional Policies

An often neglected topic in our institutions, this roundtable provides an opportunity to start a conversation on faculty burnout. During the conversation we will discuss the signs and stages of burnout; and how variables such as gender, academic discipline, and institutional type impact perceived burnout. By having an understanding of the warning signs, attendees can begin a proactive approach to identify faculty in need of support. Participants will engage in self-reflective and pair-share exercises. By the end of the session, attendees will have at least one faculty support idea that can be implemented in their own institution.

Learning Outcomes:

1. Identify faculty burnout symptoms.

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2. Evaluate various institutional approaches to address faculty burn.
3. Design one action to implement at your institution to proactively, or reactively, address faculty burnout.

Forging a Sustainability Culture: Integrating Sustainability Across the Curriculum

Jeffrey A. Stone, Pennsylvania State University

Maung K. Min, Pennsylvania State University

Karen Kackley-Dutt, Pennsylvania State University

Keyword Search: Sustainability, Curriculum, Integrative Learning

Sustainability provides a current and universally applicable domain for engaging students but building a "culture of sustainability" requires innovative pedagogy as well as co- and extra-curricular integration. This session will discuss the experiences of three university faculty members, all of whom have integrated sustainability into their courses. The goal of this session is to share these approaches, as well as to promote the idea that a "culture of sustainability" can be built through cross-curricular integration of sustainability concepts and activities. This session intends to promote group discussion among the attendees – sharing their own experiences, considering custom strategies and approaches, and leaving with a wealth of new ideas on how sustainability can become an ingrained part of their campus' curricular experience.

Learning Outcomes:

1. Understand ideas and strategies for integrating sustainability into courses and curricula, including extracurricular and co-curricular activities.
2. Develop a student-centered perspective on sustainability as part of lived campus experience(s).
3. Integrate multiple strategies (drawn from multiple institutions) into their own curricular and co-curricular initiatives.

Using Sandtray Expressive Arts to Facilitate Applied Learning

Jeffrey M. Sullivan, Sam Houston State University

Keyword Search: Expressive Arts, Sandtray, Applied Learning

Sandtray therapy is a recognized intervention that helps clients metaphorically express and process struggles. However, sandtray can also be used as an expressive arts learning tool to facilitate learning by allowing learners to symbolically represent: topics of discussion, interpersonal dynamics, and blocks to learning. Moreover, it can work across a variety of relationally focused disciplines, such as education, business, and psychology and counseling. Participants in this session will learn how to set up the sandtray activity, provide prompts to engage learners in the activity, and see examples of using the sandtray activity in traditional and online learning environments.

Learning Outcomes:

1. Understand how sandtray activities can be used to promote understanding of interpersonal dynamics for learners.
2. Understand how sandtray activities can be used to help learners process potential blocks to learning that they are experiencing.
3. Understand how sandtray activities can be used to help learners apply new concepts in a symbolic way as a bridge from conceptual to applied learning.

Insights from Spring 2020: Preparedness for Transitioning to Online Instruction

Courtney Thornton, North Carolina State University

Diane Chapman, North Carolina State University

Keyword Search: Academic Continuity, COVID-19, Instructor Preparedness

Almost 900 instructors responded to a survey regarding their experiences providing academic continuity to students during the Spring 2020 COVID-19 pandemic and

transitioning from face-to-face to online instruction. Pre-transition challenges included course design decisions, student issues, and new instructional technologies. Along with technologies, individuals and pan-university units most helped instructors to feel prepared. During online delivery, instructors were most helped by deepening their skills in the instructional technologies selected and by identifying and adopting new student engagement strategies. Findings can help institutions and instructors feel more prepared for and responsive to a range of potential disruptions in academic operations.

Learning Outcomes:

1. Discover resources, tools, and strategies that instructors at one institution found most helpful and most needed before and during a disruption to face-to-face instruction.
2. Develop strategies to address preparedness of institutions, pan-university units, academic units, and individual instructors.
3. Apply these insights as strategies that can help institutions and instructors feel prepared for and responsive to a range of potential disruptions in academic operations.

#DigitalPowerups Empowering Students with Choice & Voice in Online Discussions

Travis Thurston, Utah State University

Keyword Search: Discussions, Engagement, Choice

The #digitalpowerups strategy provides an innovative way for instructors to engage students in higher-order online discussion by humanizing and personalizing the discussion. This strategy allows students to engage in online discussions in relevant and authentic ways. Simply stated, #digitalpowerups are keywords displayed as hashtags that are associated with corresponding prompts in online discussions. The #digitalpowerups strategy is theoretically grounded in the dynamic interplay between social presence and cognitive presence in the Community of Inquiry (CoI) framework. In this session you'll learn about the #digitalpowerups strategy for online discussions and how you can adapt the strategy for your own course.

Learning Outcomes:

1. Understand the importance of instructor presence in online discussions.
2. Create a #digitalpowerup to use in their own course.
3. Apply the #digitalpowerups strategy to a blended or online format course.

The NeXt Classroom: Active Teaching Strategies

Rebecca Toothaker, Bloomsburg University

Pamela Cook, Bloomsburg University

Keyword Search: NeXt Generation, Active Teaching Strategies, Higher Education

The NeXt Generation (NGN) students have arrived in the college setting and present unique challenges to educators. This generation presents with noticeable differences such as shortened attention span, increased development of visual forms of learning, an expectation of instant results and constant feedback. Traditional teaching strategies are valuable, but may no longer be adequate to meet the demands of the NGN or improve student outcomes (Caputi, 2019). Identifying innovative teaching approaches to address students' generational diversity is important for maximizing retention and progression. An exploration of innovative teaching strategies such as the one-minute paper, reflective journaling, unfolding case studies and game-based learning platforms will be explored throughout this presentation.

Learning Outcomes:

1. Discuss the NeXt generation students learning characteristics.
2. Identify active teaching strategies to employ in the classroom setting.

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3. Apply active teaching strategies in the classroom to actively engage NeXt generation students.

Comparisons of Impacts of Integrating Service-learning In a Landscape Design/Build Course Using A Hybrid And Full Online Formats

Julieta Trevino Sherk, North Carolina State University

Dallas Bretzman, North Carolina State University

Lee Ivy, North Carolina State University

Keyword Search: Hybrid Course, Experiential Learning, Critical Thinking

The purpose of this study was to describe and evaluate a service learning, landscape design/build course by considering student surveys and reflections. Students' design project includes building a community-based landscape design. 2019 hybrid course and 2020 wholly online offerings were evaluated and compared. Survey responses measuring student's perception about course learning objectives and class activities, were used by investigators to gauge effectiveness of student critical thinking, confidence, civic responsibility and professionalism. The outcomes describe the learning impacts and reveal challenges of the course. They reinforce the value of teaching landscape design using service learning as both hybrid and full online options.

Learning Outcomes:

1. Describe how to use the skeleton of the critical thinking cycle to structure class learning objectives.
2. Understand how students can do the easy skill building with online readings and quizzes and the hard application of skills and concepts together as with peer learning exercises during class.
3. Identify learning objectives and class activities that can be measured and evaluated.

Experiential Learning in the Time of COVID

Laura Hunt Trull, James Madison University

Keyword Search: Experiential Learning, Community Engagement, Hybrid Instruction

This presentation will review the National Society for Experiential Education's (NSEE) Principles of Good Practice and discuss how to incorporate them into courses with a service-learning component during a pandemic. These principles, intention, authenticity, planning, clarity, monitoring and assessment, reflection, evaluation, and acknowledgment, are best practice components of experiential learning, but look different when operationalized in the times of COVID. Strategies for modification and examples of implementation will be shared.

Learning Outcomes:

1. Identify the NSEE Principles of Good Practice and discuss modifications for successful implementation during a pandemic.
2. Discuss examples of ways the NSEE Principles were incorporated in a quick pivot to online instruction, as well as how they were intentionally planned into hybrid instruction during COVID.
3. Develop strategies for incorporating the NSEE Principles into their own course planning for experiential learning.

Cultivating Engagement: The Pedagogy of Virtually Teaching a Synchronous Group Counseling Course

Rebecca Vannest, Oakland University

Keyword Search: Student Engagement, Pedagogy, Virtual

Join this session to learn how to create a group environment online. Opportunities to learn practical techniques to apply to other group-based and non-group courses will

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be explored. Participants will gain an understanding of engaging virtual mediums such as Kahoot!. Practitioners will learn to cultivate engagement in group discussions and how to ensure attendance of students in synchronous sessions. Attendees will learn how to provide students opportunities to engage in live (virtual) applications of skills. Participants from the online group counseling course will be on hand as a virtual panel to discuss their experience of the course from student perspectives.

Learning Outcomes:

1. Confidently teach a synchronous virtual course.
2. Engage students virtually with innovative techniques such as: Discussion Boards, Kahoot! Google Drive, & Google Forms.
3. Learn how to use the Double Fishbowl Technique by Dr. Yalom to increase student understanding.

Undergraduate Student Response to Transition to Remote Learning During Covid Crisis

Caroline Wacome, Cedarville University

Keyword Search: Online Teaching, Emergency Remote Teaching, Student Experience
We conducted research via survey monkey to understand undergraduate student's (n=690) experience of switching from full-time face-to-face instruction to completing remote instruction after the Covid-19 crisis. We asked questions regarding challenges, benefits, and coping strategies of this transition. Common themes in challenges included changes in routine that affected motivation and changes in assignments. Coping strategies included adjusting to a new routine, engaging in relaxing activities and contacting other people in the class for clarity on deadlines. Benefits included appreciating the way that professors streamlined classes and also being able to complete activities that they otherwise would not have time for.

Learning Outcomes:

1. Understand more about what the Covid-19 crisis was like for undergraduate students.
2. See challenges and benefits of online instructions from a student's perspective.
3. Better prepare future courses under Covid-type conditions.

Applying Improvement Science to Promote Online Course Delivery Success

Carrol Warren, North Carolina State University

Michelle Bartlett, North Carolina State University

Keyword Search: Improvement Science, Online Teaching

Taking the approach to "Plan, Do, Study, Act", will allow for failures and understand that failure is not a problem, but rather an opportunity for improvement.

(carnegiefoundation.org) By answering three critical questions, 1) What are we trying to accomplish?, 2) How will we know that a change is an improvement?, and 3) What changes can we make that will result in improvement?, the implementation of Improvement Science to problem-solve supports cyclic change within a program or course. This session will introduce improvement science and how it has been applied to online course improvement, the session attendees will have an opportunity to practice an Improvement Science project by being given the tools and resources to effectively engage with one another and report their findings. This session will promote creative thinking while applying the principles of improvement science. (carnegiefoundation.org)

Learning Outcomes

1. Observe improvement science in action.
2. Access resources related to Improvement Science.
3. Explain the thought process behind "Plan, do, study, act".

Creating and Maintaining an Inclusive Online Learning Environment

Carrol Warren, North Carolina State University

Michelle Bartlett, North Carolina State University

Keyword Search: *Online Student Engagement, Inclusivity, Assess Student Learning*

Creating online programs can be both challenging and rewarding. Objectives for this presentation include: Facilitating a conversation identifying inclusive ways to engage learners, identifying critical tools and resources; and allocating time to exchange ideas for educators to strategically connect students with concepts promoting a greater understanding of the value of inclusivity. When online instruction is driven by quality it is composed of modeling tools and technologies that encompass user-friendly techniques (Pollacia, and McCallister, 2019), peer-review (Shattuck, 2012), instruction centered around student engagement. (Bartlett, 2017). The assessment of student learning outcomes and institutional commitment also play critical roles in the development of online programs (Legon, 2015).

Learning Outcomes:

1. Facilitate a conversation by identifying ways to engage learners
2. Identify critical tools and resources to promote inclusivity
3. Allocate time to exchange ideas for educators to strategically connect students with concepts promoting a greater understanding of the value of inclusivity.

Online Student Teams: They can be Successful!

Kathy Weaver, University of Maryland

Donal Heidenblad, University of Maryland

Keyword Search: *Student Team Projects, Online Curriculum, Instructional Team Support*

Student team projects designed for online courses can be successful. There are key elements that need to be implemented to set the students up for success, including establishing the team composition with clear roles for the teams, setting up a consistent communication plan to help move the project forward, and providing the right amount of support from the instructional team. This session will present ways to plan for and facilitate these key elements during an online course.

Learning Outcomes:

1. Learn how to develop effective online student team projects.
2. Establish clear roles and responsibilities for students teams.
3. Incorporate consistent instructional team support that will motivate student teams and guide them on the path to success.

Preparing Faculty for Blended Course Assessment

Heidi Watson-Held, Pennsylvania State University

Stephanie Edel-Malizia, Pennsylvania State University

Keyword Search: *Blended Course, Assessment, Preparing Faculty*

During the last year, we have seen a great deal of change to the teaching and learning environment online. Shifts in our University communities due to virus and workplace/financial challenges have changed the way we approach teaching and learning. During this session, we will discuss how to prepare faculty to best assess student learning in this new context. Our shift in context has left both new and seasoned faculty floundering for how to assess students in hybrid, blended, and remote learning environments. This session will provide information and practice for how to overcome assessment challenges in our current climate.

Learning Outcomes:

1. Discuss course attributes that need to be taken into consideration when determining if you will teach synchronously vs asynchronously.

2. Consider your assessment philosophy in relation to shifting instructional methods and, cultivate a better understanding of the student experience.
3. Discuss how to improve pedagogy with formative and summative assessment, explore traditional and alternative assessment methods.

Embracing Storytelling as a High Impact Educational Practice

Corrie Whitmore, University of Alaska, Anchorage

Keyword Search: Storytelling, Course Design, Indigenous Pedagogy

Storytelling is a “knowledge-making” activity that transcends culture (Moore, 2013, p. 65). For more than 10,000 years humans have used vivid stories to pass knowledge from Elders to students. Although some modern academics see their discipline as divorced from narrative, it’s worth explicitly revisiting storytelling as a pedagogical tool. In this presentation, I share how an explicit storytelling framework transformed a dry health policy class into a life-changing course for students and my favorite class to teach, with the goal of inspiring similar redesigns for other courses and helping colleagues understand how story’s utility as a teaching tool transcends discipline.

Learning Outcomes:

1. Describe what makes storytelling a key educational tool.
2. Identify one potential use of storytelling in their discipline.
3. Connect with others interested in bringing story into their classrooms.

Land Acknowledgements: Making them Meaningful and Appropriate

Corrie Whitmore, University of Alaska, Anchorage

Keyword Search: Land Acknowledgement, Indigenous Student Success, Course Culture

Land acknowledgements in higher education contexts can be controversial. Some believe that recognizing the Indigenous people whose land has become the site of our work is meaningful and fights the erasure of uncomfortable history, while others – including some of our Indigenous colleagues and students – feel that these acknowledgements exist mostly to help white people feel better about themselves. This presentation asserts that – when done well – land acknowledgements are an important first step in decolonizing pedagogy and provides guidance and resources for participants interested in developing land acknowledgements to use in their own work.

Learning Outcomes:

1. Describe how and why land acknowledgements are used.
2. Identify three key components of a land acknowledgement.
3. Draft a land acknowledgement for personal use.

Student Engagement in the Virtual Setting: Lecture, Lab, and Beyond

Katherine Wilford, University of St. Augustine for Health Sciences

Demetrius Collins, University of St. Augustine for Health Sciences

Megan Flores, University of St. Augustine for Health Sciences

Keyword Search: Student Engagement, Online Teaching, Teaching Strategies

In the COVID-19 era, several universities have transitioned in-person lectures and laboratory courses to the virtual setting. Now, maintaining student engagement seems more difficult than ever. This presentation will discuss the role of student engagement as it relates to student outcomes and satisfaction. Additionally, common barriers to establishing and maintaining a high degree of engagement in the virtual setting will be identified. Finally, specific examples to improve student engagement in lecture and laboratory settings will be suggested. Audience members will

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experience a variety of strategies during the presentation to allow for immediate implementation.

Learning Outcomes:

1. Discuss the importance of effective student engagement as it relates to learning outcomes.
2. Identify barriers to effective student engagement in the virtual setting.
3. Describe specific methods to improve student engagement in the virtual setting.

Building Community and Connection in Online Learning

Georgina Wilson, Central Michigan University

Keyword Search: Learning Culture, Classroom Community, Online Learning

The presentation will focus on the need for faculty to create intentionality around building classroom connections and community in online learning. The presenter will link online learning and face-to-face learning and share critiques of online learning. The rationale will center around adult learner theory, high-quality learning environment for students, and its relationship to student success. Connection of strategies and best practices to teacher presence and adult learner theory will be presented along with opportunities for application. The final portion of the presentation addresses how microaggressions and other implicit biases create barriers that undermine building classroom community and connection.

Learning Outcomes:

1. Understand the importance of classroom community in online and collaborative learning environments.
2. Incorporate classroom community building strategies into online instruction modules.
3. Evaluate online course modules to identify opportunities to incorporate strategies to increase the online classroom community.

Leveraging Curiosity, Sociality, and Authenticity to Create Impactful, Student-Led Discussion

Ian Wolf, Fayetteville Technical Community College

Keyword Search: Small Group Discussion, Curiosity in the Classroom, Grading Discussions

We know small-group discussions can produce significant learning, but what form should they take? How do you get your students ready for them? How do you determine if they were impactful? How do you grade them? Should you grade them? By combining specific critical inquiry strategies, modified small group discussion structures, some preparatory training of your students, and a load of patience/self-control you can see students owning their own education via profound discourse. While I'll show you examples from my own English discipline, you will see this as a highly transferable instructional method.

Learning Outcomes:

1. Guide students in constructing effective discussion questions.
2. Codify and evaluate student performance of discussions to the purpose of providing feedback and promoting student growth.
3. Modify my system to best suit their methods and students.

A Review of Online Case Study Modules "Seeking Equity: Racism as a Social Determinant of Health

Christina Yongue, University of North Carolina Greensboro

Crystal Dixon, University of North Carolina Greensboro

Keyword Search: Racism, Online, Equity

Online case study modules were developed to demonstrate how racism is a social determinant of health in healthcare and community settings. It includes multiracial community leaders in a series of videos who discuss solutions to health disparities in cancer care and food insecurity. Our pilot evaluation demonstrated that undergraduate students understood (1) the complexity of racism in institutions and communities, and (2) new methods of seeking equity. Students made recommendations for improving their overall degree program based on these modules. After this presentation, participants will have a promising, new teaching tool to equip students on ways to address racism.

Learning Outcomes:

1. Enhance their lesson plans with an innovative case study that addresses racism as a social determinant of health.
2. Describe two examples of ways communities organized to eliminate racial health disparities.
3. Create new, safe discussions on racism and health among multi-racial student groups.

Building a Culture of Faculty Development: One University's Pandemic Response

Kathryn Zawisza, University of Arkansas

Donald Johnson, University of Arkansas

Keyword Search: Faculty Development, Community, Instructional Strategies

With over 40 sessions on remote/hybrid teaching offered throughout the summer, the University of Arkansas engaged over 600 members of our faculty/instructor community to enrich student learning during the pandemic. Instead of focusing only on how to use specific technology, we focused on pedagogical methods and strategies developed by our own faculty to build a sense of community and foster cross-campus collaboration. This helped faculty recognize they were not alone and have the skills to develop quality educational experiences in any modality. This was accomplished through a collaborative partnership between the university's Teaching Center, distance education department, and IT Services.

Learning Outcomes:

1. Increase community for faculty development
2. Increase partnerships across campus to leverage staff to build a stronger support unit.
3. Incorporate multiple methods to engage faculty in development activities.

Engaging Students in a Large-enrollment Course During COVID-19 Pandemic

Lin Zhu, IUPUI

Tamiko Porter, IUPUI

Keyword Search: Hybrid Course Design, Student Engagement, Large-enrollment

To help students engage with course content, course instructors, and each other, we implemented biweekly online discussion forum, Top Hat questions (both in-class and post-class), and a combination of in-person and online Peer-Led Team Learning (PLTL) workshops in a STEM Gateway course with large enrollment. Biweekly discussions allow students to collaboratively reflect on their learning strategies, mastery of learning objectives, and exam performances. Flexibility in Top Hat and PLTL accommodate engage students with different needs and learning conditions.

Learning Outcomes:

1. Set up online discussions with appropriate prompts for students.
2. Gain insights on flexible course design to address students' needs.
3. Select appropriate learning activities for courses.

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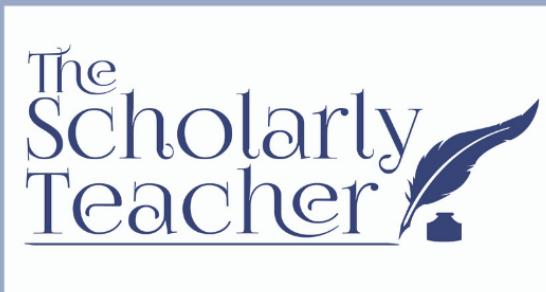
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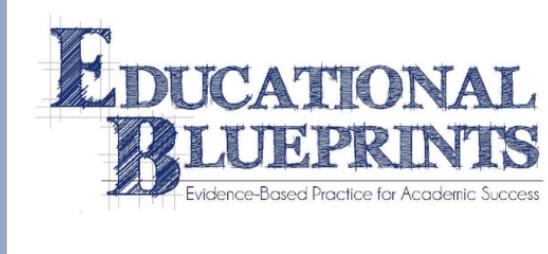


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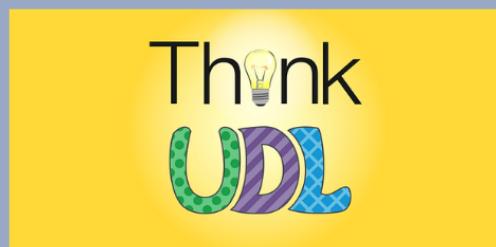
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