



LILLY CONFERENCES

EVIDENCE-BASED TEACHING & LEARNING

DESIGNING EFFECTIVE TEACHING

MAY 28-30, 2020



LILLY CONFERENCES
EVIDENCE-BASED TEACHING & LEARNING

WELCOME & ACKNOWLEDGEMENTS

For this spring semester just ending, humankind experienced the emergence of a health crisis that substantially altered our worldview. This Pandemic created extensive challenges for everyone in higher education, as well as seriously challenged 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 this past spring and into this coming fall will test us for years to come. It is likely higher education has changed forever, and one day we will speak of higher education referencing before and after 2020.

All that said, there are opportunities just around the corner. We now have the ability to seriously look at ways to better aspects of higher education that have long been problematic. We are students, faculty, and administrators in higher education. We are all working within education, and we can design better systems, resolve persistent problems, and make a more inclusive environment for our students. Everything improves through education. That is a huge responsibility and one we will face. 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 distinctly remember. For those of us at ITLC Lilly Conferences, we will recall you - our colleagues.

This conference transitioned rapidly from a traditional in-person event to an online conference, which was groundbreaking for us, and all occurred within a matter of mere weeks. The decision to embark on this journey included high stakes, trust, collaboration, cooperation, and community.

This conference transitioned rapidly from a traditional in-person event to an online conference, which was groundbreaking for us. The decision to embark on this journey included high stakes, trust, collaboration, cooperation, and community. There was hesitancy before committing the leap of faith necessary for this event to emerge as an online event.

Thank you, Phyllis Blumberg, for prompting and encouraging us to move forward. Our thanks go out to each presenter, who changed the delivery, but not the quality of the presentations. A special thank you goes out to those of you who are participating in and building this community of scholarly teachers. We can come together to learn more about Designing Effective Teaching because so many individuals are willing to share their knowledge and to learn from one another. We hope that networks emerge and friendships are established throughout this event.

We look forward to coming to know you better throughout the conference and subsequent discussion board conversations, learning how your teaching evolves and creates effective learning opportunities for your students. I am excited about the exchanges to come and the information I can glean from so many talented educators for my own efforts.

I am so indebted to the ITLC staff. 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. It is a privilege to work each day with everyone on the team. Finally, I wish to acknowledge the many contributions to this event by Laura Czerwinski and Allison James. Everyone at this event will benefit from their extensive work. Thank you both.

Over the coming weeks, there will be many opportunities to share with one another. I look forward to each and every exchange.

Best,

Tadel



MEET THE TEAM



TODD ZAKRAJSEK, PHD
CONFERENCE DIRECTOR,
ITLC FOUNDER & PRESIDENT

At Lilly Conferences, we value every individual's perspective and experience, with the understanding that all faculty members are life-long learners. We hope you will take some time to network with other participants, students, and mentors through the discussion boards and synchronous portions of the conference. Our goal is to provide development and career opportunities for faculty, as well as future faculty members.



DEB VAN ETTEN, MSN
ITLC DIRECTOR OF OPERATIONS

As the host of five Lilly Conferences, the International Teaching Learning Cooperative (ITLC) is dedicated to excellence. We want your online conference experience to be valuable and to exceed your expectations. We want you to finish the conference with new contacts, new ideas to implement in your classrooms, and a renewed energy for teaching. Please do not hesitate to let us know if we can help you in any way.



KATHRYN SMITH, MS
ITLC DIRECTOR OF LEARNING
TECHNOLOGIES & ASSESSMENT

If you love what you experience, the faculty development doesn't end here! In addition to conferences, the ITLC Network brings together faculty to advance student learning through ITLC Lilly Conferences, Institutes, and Online Workshops, The Scholarly Teacher Blog, customized workshops and seminars on individual campuses, and mentoring activities. We value our network of colleagues and working with them to reach their professional goals. At ITLC, we take pride in the services and products we offer. We value our clients and look forward to developing long-term relationships with them as they strive to reach their professional goals.

We wish you an excellent conference experience!



MELANIE COLLINS, PSYD
ITLC DIRECTOR OF PROGRAMMING
& ADVANCEMENT



LILLY CONFERENCES
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SPONSORS AND EXHIBITORS



LILLY CONFERENCES
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GENERAL INFORMATION

Within the online conference portal you will find a virtual [Welcome Center](#). Here, we have housed information typically distributed during the registration check-in with links to the following:

- The Conference Schedule
- Live Sessions
- Recorded Sessions and Discussion Boards
- Virtual Poster Gallery
- Round Table Discussions
- Daily Highlights
- FAQ
- The Conference Program
- Raffles: Book Giveaway, Faculty Development Tools, Lilly Swag!
- Exhibitor Hall
- A Directory of Participants
- Office Hours to Chat with the Lilly Team
- Networking Opportunities
- And the Lilly Lounge: A space for self-care, reflection, and a little conference fun.

Participation in online activities requires that you login as a conference site member. [Member Profiles](#) replace name tags for the online conference. Attendees will be site members and given the opportunity to upload an image or avatar and select the user name to appear. Badges will be linked to profiles, and will identify presenters, ambassadors, discussion board contributors, etc. ****AS A REMINDER, we do not sell or trade contact information.** It is an expectation that the use of contact information is limited to the exchange of information during this event. This is for professional communication only for those of us participating in this forum.

In addition to the conference profile badges, we are excited to offer participants [digital badges](#) to use on LinkedIn and social media profiles. Your digital badge will identify you as a Lilly Conference participant or presenter and you will be able to download it for use if you wish.

30 Minutes prior to synchronous presentations and during the networking sessions, ITLC Lilly staff will be online. [We invite you to login and join the synchronous conversations.](#) These networking sessions are designed for just that, networking. We encourage you to take advantage of the opportunity to interact with your fellow conference participants. These sessions are fully interactive and do not have agendas.

Conference Programming includes both live synchronous presentations and asynchronous presentations, as well as a virtual poster gallery and pre-conference round table discussions. [Conference sessions will be recorded and available through August 31, 2020.](#)



ITLC Lilly events strive to provide a community whereby individuals feel safe to work and interact in an environment that is supportive and focused on the **Lilly Conference spirit**. As a result, we must insist that individuals who participate in this conference:

Respect all of their colleagues at the conference and speak in a supportive and nonthreatening way.

Refrain from self-promotion with the intent to generate income. If an individual at the conference is interested in engaging your services, please ask them to contact you at the conclusion of the conference.

Commercial educational products and other conferences may not be promoted at the ITLC Lilly Conference except by the vendors who have agreed to our **vendor policies** for this event.

Conference drawings will be held May 30th at 5:00 pm EDT and will include: One Free ITLC Lilly Conference Registration Giveaway, Books, Lilly Socks, and other prizes.

We understand the value of networking at conferences and aim to **promote collaborations** that extend beyond the conferences into lifelong collegial friendships. We have purposefully planned for numerous networking opportunities, including:

Live Networking **Online Receptions**

Conference **Discussion Boards** for conversations encompassing teaching, scholarship, leadership, and community

The **Exhibitor Wall** features exhibitors offering services and products to educators.

The **Lilly Conference team** will be available by phone 919-270-6306, email registrar@lillyconferences.com, or chat throughout the conference and will be on all live sessions 30 minutes prior to the start time.



NOTE OF THANKS

We encourage you to send a note of thanks to the individual(s) responsible for your attendance. It is particularly helpful to include one or two very specific changes that will be made in the upcoming semester, any anticipated benefit to students, and mention your willingness to offer a workshop on your campus sharing what you learned from this conference.

You may find a printable thank you note [here](#).

Sample Thank You Note

Thank you for the support you provided that allowed me to attend the ITLC Lilly Conference. I was able to network with colleagues from (list one or two peer or aspiration institutions here). Among many things learned at the conference, I discovered (insert achieved personal conference objective) a unique method to assign peer projects that I firmly believe will increase the quality of student work in my senior seminar course and have students to produce more work without greatly increasing the time needed on my part to grade the extra material. Thank you again.



PLENARY SESSION

GAIL RICE

Loma Linda University



LILLY CONFERENCES
EVIDENCE-BASED TEACHING & LEARNING

LIVE SESSION

THURSDAY, MAY 28 12:45PM EDT

ENLIVENING LECTURES WITH PAUSES: ENGAGE, ENERGIZE, REFOCUS, EXCITE

Gail Rice, Professor of Allied Health Studies, and Faculty Developer for Loma Linda University, provides a plenary guaranteed to change the way we teach and the results we get. Inserting pauses at critical moments in learning can increase engagement, focus, energy, and excitement. This interactive presentation illustrates the power of these pauses. Drawing from extensive research and over 40 years of teaching in the health professions, Gail's 2018 publication, *Hitting Pause: 65 Lecture Breaks to Refresh and Reinforce Learning*, provides more details on this topic.

Learning Outcomes:

- Find easy ways to engage and excite students
- Make small changes to our lectures to see big results
- Experience, practice and plan for pausing

Dr. Gail Rice directs Faculty Development at Loma Linda University and is a Professor in the School of Allied Health Professions. Gail teaches for the Harvard Macy Institute Program for Education in the Health Professions and for the USC Keck School of Medicine's Innovation in Medical Education Conference. She serves on several editorial boards for professional journals and boards for professional societies.

PLENARY SESSION

TODD ZAKRAJSEK
UNC at Chapel Hill



LILLY CONFERENCES
EVIDENCE-BASED TEACHING & LEARNING



LIVE SESSION

THURSDAY, MAY 28 8:00PM EDT

SPOTTING TEACHING MYTHS AND UNDERSTANDING WHY THEY PERSIST

There are many nuances concerning how humans learn and remember new information. As a result, models and theories appear in the educational literature designed to help educators to understand these processes better. Unfortunately, along with outstanding theories of human learning and memory, there also exist many myths. Identifying which theories and models are myths and which are accurate is challenging. In this session, we will look at several myths and identify ways to spot teaching and learning myths. In addition, we will discuss why myths persist better understanding why the most pervasive myths persist for many years after being shown to be faulty.

Dr. Todd Zakrajsek is an Associate Professor in the Department of Family Medicine at The University of North Carolina at Chapel Hill, where he serves as the Associate Director of the Faculty Development Fellowship Program. In addition to his work at UNC providing resources for faculty on various topics related to teaching/learning, leadership, and scholarly activity, Todd serves on several educationally-related boards charged with creating resources and opportunities related to teaching and learning.

PLENARY SESSION

JUDITH ABLESER
Oakland University



LILLY CONFERENCES
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LIVE SESSION

FRIDAY, MAY 29 12:45PM EDT



LESSONS LEARNED FROM COVID-19

This unprecedented time of COVID-19 has forced us all to dramatically change many aspects of our life including rapidly moving to remote teaching, how we work, interact with others, and cope with stress and uncertainty. Reflective practice, analyzing the strengths and challenges in our own teaching and intentionally revising our approach, is a powerful and effective technique for academics to use at the end of each semester. It is even more critical to apply this practice in response to the pandemic.

What lessons have we learned from COVID-19? Emergency remote teaching is not quality online teaching as that requires planning time and instructional design skills, yet we have all learned some important lessons of what we can do and what we should not do in the future.

This session will explore how we can become better instructors based on our recent experiences as it relates to our own teaching, professional mindset, and how we can best support our students' learning and engagement while understanding the impact of stress and life demands on cognitive capacity. Let us find the silver lining in this awful experience by applying the lessons we have learned and putting them into practice to enhance our teaching, learning and life.

Judy Ableser PhD is the Director of the Center for Excellence in Teaching and Learning (CETL) at Oakland University in Rochester, Michigan. She has been an active participant and facilitator at Lilly Conferences for over a decade.

PLENARY SESSION

HARRIET SCHWARTZ
Carlow University



LILLY CONFERENCES
EVIDENCE-BASED TEACHING & LEARNING

LIVE SESSION



SATURDAY, MAY 30 12:45PM EDT

CONNECTED TEACHING: HOW A RELATIONAL APPROACH FUELS LEARNING AND BUILDS FACULTY RESILIENCE TEACHING IS A RELATIONAL PRACTICE

From brief interactions to ongoing educational relationships, our connections with students catalyze (and sometimes complicate) teaching and learning. In this session, we will explore Relational Cultural Theory, teaching and emotion, and mattering – all in service of increasing our effectiveness as well as our resilience as educators. A life in teaching includes everyday highs and lows as well as more significant moments of joy and disappointment – by developing greater intention, we seek to mitigate the difficulties that accompany our work and more fully engage with the rich moments of powerful connection and deep learning.

Objectives:

- Understand Relational Cultural Theory as a foundation for teaching as a relational practice
- Increase self-awareness regarding emotional challenges in teaching
- Identify and commit to three strategies intended to support student learning and faculty resilience

Dr. Harriet Schwartz is a professor of psychology and counseling at Carlow University where she serves as chair of the MA in Student Affairs program. In addition, Harriet is also a leader in the Relational Cultural Theory community. She is the author of "Connected Teaching: Relationship, Power, and Mattering in Higher Education" (Stylus, 2019) and she has published two New Directions for Teaching and Learning sourcebooks, "Teaching and Emotion" (with Jennifer Snyder-Duch) and "Interpersonal Boundaries in Teaching and Learning."

LILLY AMBASSADORS

Ambassadors are active Lilly attendees whose teaching practices are informed by established pedagogy and embraces innovation. Ambassadors are representatives of the ITLC/Lilly brand; they are very familiar with Lilly Conferences and will be presenting and participating in sessions throughout the conference. If you have any questions about the Lilly Conference experience, seek them out.



PROPOSAL REVIEWERS

| | |
|----------------------|---|
| CHERYL HOY | BOWLING GREEN STATE UNIVERSITY |
| KARI HENRY HULETT | OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY |
| MIKE WALLACE | UNIVERSITY OF KENTUCKY |
| STACEY SOUTHER | CUYAHOGA COMMUNITY COLLEGE |
| KELLY HOLLINGSWORTH | BAYLOR UNIVERSITY |
| SONIA KAPUR | UNIVERSITY OF NORTH CAROLINA ASHEVILLE |
| CHRYSTAL DEAN | APPALACHIAN STATE UNIVERSITY |
| MICHAEL BERNTSEN | UNIVERSITY OF NORTH CAROLINA AT PEMBROKE |
| PETER HESSLING | NORTH CAROLINA STATE UNIVERSITY |
| CAITLIN BERGENDAHL | VIRGINIA COMMONWEALTH UNIVERSITY |
| MICHELLE FITZPATRICK | AUSTIN COMMUNITY COLLEGE |



CONFERENCE SCHEDULE

LIVE SESSIONS HELD IN EASTERN TIME

TUESDAY, MAY 26 AFTERNOON & EVENING PRE-CONFERENCE ROUNDTABLE SESSIONS

- 12:00-12:30 COURTNEY PLOTTS PRESENCE: HOW ONLINE INSTRUCTORS CAN GET MORE FROM THEIR STUDENTS
- 12:45-1:15 E. NAMISI CHILUNGU PROMOTING CROSS-CULTURAL EXPERIENCES THROUGH ASYNCHRONOUS ONLINE DISCUSSIONS
- 7:30-8:00 MICHELLE ANDERSON & KAREN PEZZOLLA BUILDING A COMMUNITY OF LEARNERS TO ENHANCE STUDENT ACADEMIC SUCCESS
- 8:15-8:45 DAVID O'MALLEY MANAGING CONFLICT IN TEACHING & LEARNING: SCHOLARSHIP OF FORGIVENESS PRACTICES

WEDNESDAY, MAY 27 EVENING PRE-CONFERENCE ROUNDTABLE SESSIONS

- 7:30-8:00 KATHRYN LUBNIEWSKI GLOBAL CITIZENSHIP THROUGH UNIVERSITY PARTNERSHIPS
- 8:15-8:45 THOMASENA SHAW IT'S COMPLICATED: UNEXPECTED CHALLENGES UNPAID INTERNSHIPS PRESENT TO COLLEGE STUDENTS

THURSDAY, MAY 28 AFTERNOON & EVENING

- 12:00 WELCOME TO LILLY ONLINE
- 12:45-1:45 PLENARY SESSION: GAIL RICE ENLIVENING LECTURES WITH PAUSES: ENGAGE, ENERGIZE, REFOCUS, EXCITE
- 3:00-3:45 KEVIN KELLY FOSTERING EQUITY, CONNECTEDNESS AND INCLUSION IN YOUR COURSES WITH UNIVERSAL DESIGN FOR LEARNING & DESIGN FOR LEARNING EQUITY
- 4:00-4:45 URSULA SORENSEN CONTEMPLATION THROUGH MINDFULNESS: A KEY TO ENHANCED WELL-BEING & STRESS MANAGEMENT
- 7:30 - 8:00 NETWORKING SESSION
- 8:00 - 9:00 PLENARY SESSION: TODD ZAKRAJSEK SPOTTING TEACHING MYTHS & UNDERSTANDING WHY THEY PERSIST



FRIDAY, MAY 29 AFTERNOON & EVENING

| | |
|------------|---|
| 12:00 | DAILY ANNOUNCEMENTS |
| 12:45-1:45 | PLENARY SESSION: JUDITH ABLESER LESSONS LEARNED FROM COVID-19 |
| 2:15-2:45 | ROUNDTABLE: PHYLLIS BLUMBERG & KATHERINE MAYNARD MUTUAL SUPPORT FOR SOLO DIRECTORS OF TEACHING & LEARNING CENTERS |
| 3:00-3:45 | SAL MEYERS & BRIAN SMITH STRENGTHENING STUDENTS' WILLPOWER BY TEACHING SELF-CONTROL STRATEGIES |
| 4:00-4:45 | TERRY DOYLE TEACHING FOR LONG-TERM LEARNING: THE ONLY KIND OF LEARNING THAT MATTERS |
| 7:30-8:00 | NETWORKING SESSION |

SATURDAY, MAY 30 AFTERNOON

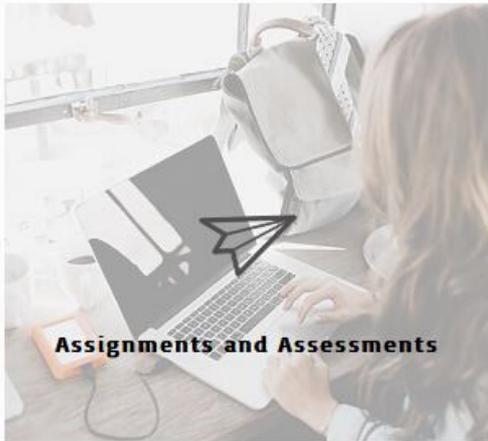
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| 12:00 PM | DAILY ANNOUNCEMENTS |
| 12:45 - 1:45 | PLENARY SESSION: HARRIET SCHWARTZ CONNECTED TEACHING: HOW A RELATIONAL APPROACH FUELS LEARNING & BUILDS FACULTY RESILIENCE TEACHING IS A RELATIONAL PRACTICE |
| 3:00 - 3:45 | MICHELE DAVIS RESILIENCE: IT'S NOT JUST FOR STUDENTS! |
| 4:00 - 4:45 | DAVID BETANCOURT THE RESILIENT PROFESSOR: IDENTIFIERS & STRATEGIES TO RECOUP THE EMOTIONAL COST OF TEACHING |
| 5:00 - 5:30 | CLOSING ADDRESS: TODD ZAKRAJSEK |

Conference sessions will be held in the Eastern time zone. You are encouraged to utilize the time between live sessions for breaks or to explore the recorded asynchronous sessions of the conference. Conference sessions will be available through August 31, so take your time to absorb all that this conference has to offer!



CONFERENCE PROGRAMMING

Tracks are identified by icons. Sessions may be found by searching for the presenter or title, or by browsing within each track. Discussion boards are available for each track and will be moderated through June 15..



SESSION ABSTRACTS

INNOVATION IN MBA CURRICULUM DESIGN

STEPHANIE ADAM CALIFORNIA UNIVERSITY OF PENNSYLVANIA

Through this session participants will learn how a traditional MBA program was overhauled in an effort to attract, retain, and equip today's professionals for success. This includes a discussion of hybrid learning, integrated core curriculum and partnerships with other departments across campus for dual Master's degree opportunities. The discussion will include the purpose, learning objectives, and strategy behind creating a specialized, multi-modal program. Participants can expect to learn about dynamic curriculum changes and current learning methodologies designed with adult learners in mind.

THIS 2020 CONCLUDE YOUR COURSE WITH A CLOSING CEREMONY!

MARIE ALLSOPP PURDUE UNIVERSITY

In the academy, there has been a pedagogical push by professors to start the first day of class in an impactful manner as evidenced by recent literature. However, there has been less of an emphasis on the last day of the semester. This should not be so according to Hermann Ebbinghaus' "forgetting curve". Based on Ebbinghaus' research regarding what information is most easily recalled, the onus should be on faculty to be just as intentional about what they do at the end of the semester (recency effect) as about what they do at the beginning of the semester (primacy effect).

THINKING OF TRANSITIONING TO TBL...I'VE GOT A STORY TO TELL!

MARIE ALLSOPP PURDUE UNIVERSITY

Literature has provided ample evidence regarding the effectiveness of team-based learning, a theoretically sound pedagogy that benefits both students and instructors. Authors of Getting Started with Team-Based Learning report that student dissatisfaction with lecturing and group projects, along with a deficit in critical thinking skills underscore the need for institutions to integrate team-based learning courses into their curricula. Since the onus is on instructors to adopt this pedagogy as part of designing or redesigning courses, attendees will leave this session with best practices to effectively planning and implementing a team-based learning course for the first time.

MID-SEMESTER STUDENT FEEDBACK TO IMPROVE LEARNING IN LARGE CLASSES

EMTINAN ALQURASHI TEMPLE UNIVERSITY

In this session you'll learn about how to get mid-semester feedback from students that can help improve their learning in large classes. This is called Large Group Instructional Diagnosis (LGID). A variation of the Small Group Instructional Diagnosis (SGID), a well-established instrument for obtaining student feedback before the end of the semester. It enhances student satisfaction, impacts student motivations, and provides a forum for asking difficult questions (Hurney et al., 2014). The LGID adapts that tool for use in large lecture classrooms. By attending this session, you'll be able to develop and implement LGID in your own classes.

EVALUATING TECHNOLOGY TOOLS: ENGAGING STUDENTS WITH COLLABORATIVE LEARNING

EMTINAN ALQURASHI TEMPLE UNIVERSITY

JEFF RIENTS TEMPLE UNIVERSITY

The evidence on the benefits of collaborative learning is well-documented in the literature. Technology can help facilitate an engaging collaborative learning experience. However, it is not always clear on what are the most effective technology tools that help engage students better with collaborative work. This session will discuss how instructors can select and evaluate technology and how to determine the most effective technology tools for collaborative work. Participants will have the opportunity to practice evaluating technology tools for their potential use in collaborative work.



IS IT THE CLASS SIZE OR IS IT JUST THE PROFESSOR?

WEJDAN AL-SAMAWI GEORGE MASON UNIVERSITY

The purpose of this study is to determine effects of class size on student engagement and student ratings of courses and teaching. The data set included Applied Behavior Analysis Graduate Students attending a large public research institution. This study is a cross-sectional quantitative analysis of an existing data set of student course evaluations and section information from spring 2017 through summer 2019. There is a low correlation between class size, teaching and course ratings. The findings will be used towards program improvement.

BUILDING AND SUSTAINING A FACULTY LEARNING COMMUNITY FOCUSED ON ENHANCING STUDENT ENGAGEMENT

KESHA BAPTISTE-ROBERTS MORGAN STATE UNIVERSITY

The impact of faculty learning communities on teaching and student success is well documented. In this session you will learn about the design and implementation of a FLC focused on enhancing student engagement, the challenges and strategies employed to overcome those challenges and the approaches to enhance productivity within the FLC and sustainability of the FLC.

RETAINING KNOWLEDGE AND SKILLS THROUGH AN INNOVATIVE EXPERIENTIAL LEARNING APPROACH

SHARON BARRETT MORGAN STATE UNIVERSITY

Today's MPH students must have confidence, knowledge and skills to assume managerial and leadership positions upon graduation. Teaching policy and organizational development, and core leadership skills and tools using traditional pedagogical approaches reduce the likelihood of students' retention of concepts and skills to perform at the onset of securing a position. Student engagement is already challenged as a result of today's learners often having full time positions while acquiring an advanced degree through evening programs. This session explores use of a learner-centered experiential approach to teach this type of course as a model potentially adaptable to other traditionally taught courses.

USING CLIENT-BASED EXPERIENTIAL LEARNING ACTIVITIES IN AN UNDERGRADUATE CLASSROOM

LISA BERGSON BRIDGEWATER STATE UNIVERSITY

Research on client-based experiential learning activities in classrooms commonly focuses on business classes or graduate capstone courses. Gaps exist in the research on whether this type of learning experience enhances undergraduate student learning and career preparedness in other disciplines. This poster highlights research that addresses that gap by exploring students' perceptions and experiences in a semester-long client-based experiential learning activity in a nonprofit strategic communication course. It provides instructors with best practices for developing and managing client-based experiential learning activities in courses in any discipline.

THE RESILIENT PROFESSOR: IDENTIFIERS AND STRATEGIES TO RECOUP THE EMOTIONAL COST OF TEACHING

DAVID BETANCOURT CERRITOS COLLEGE

There is an emotional cost to teaching. The resilient professor has found effective strategies to recoup those costs so that they can enjoy a long career of making a difference for students while reaping the benefits that daily self-care can have on their own happiness and success. Rarely are the challenges and joys of teaching discussed in terms of emotional cost. Resiliency is a characteristic that allows teachers to identify the emotional cost of teaching and targeting strategies that can be implemented to decrease and recoup the emotional cost. While many identifiers and strategies will be offered, this workshop will focus on "when to say yes" as well as exploring healthy perspectives on mindsets associated with the concepts of failure. The end goal is a resilient teacher than can thrive, sustain, and enjoy a career of giving and serving students.



A CONVERSATION ON TEACHING STUDENTS TO THINK CRITICALLY

SHAWN BIELICKI LIBERTY UNIVERSITY

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.

FOSTERING STUDENT SUCCESS USING EVIDENCE-BASED PRACTICES

PHYLLIS BLUMBERG BLUMBERG EDUCATIONAL CONSULTING

A revised model on implementing learning-centered teaching describes twelve practices enabling all students' success. When faculty use these specific learning-centered teaching practices, they foster all students' competence, while providing needed extra support for students who might have been marginalized. Participants will discuss published examples of how to create an inclusive, success-oriented environment, through course planning, and student assessment. Participants will craft and share a teaching/learning or assessment activity using at least one of the following success-oriented practices: provide scaffolding support, foster development of student responsibility for learning or foster students' use of metacognitive skills and habits of the mind.

GWEN BURBANK ST. GEORGE'S UNIVERSITY: REFER TO END OF ABSTRACTS

PROMOTING CROSS-CULTURAL EXPERIENCES THROUGH ASYNCHRONOUS ONLINE DISCUSSIONS

E. NAMISI CHILUNGU GEORGIA STATE UNIVERSITY

Students at two different colleges in two different countries connected through asynchronous online discussions to critically analyze case studies and educational systems of different countries. Preliminary quantitative and qualitative analyses indicate the experience promoted students' globalized perspectives. The goals of the session will be for participants to review an example of asynchronous online discussions and its impact on students' global perspectives, as well as generate effective approaches for their own instructional contexts. The presenter and one of the co-authors served as course instructors and researchers. The remaining co-author is a researcher on the study.

GOT SKILLS? AN ACTIVE LEARNING STRATEGY FOR LEADERSHIP STUDENTS

SARAH CORCORAN UNIVERSITY OF THE SCIENCES

The purpose of this poster is to share one application of an evidence-based, competency-based staff development concept as a learning-centered activity and formative assessment for students in a leadership and management course. As they prepare to lead and manage in organizations, students across many professional programs need to learn how to design competency-based staff development. Within one class meeting, educators can use a simple skills fair concept to engage learning and authentically assess learner outcomes related to this aspect of organizational leadership. Participants will investigate how to make this active learning strategy a meaningful element of a related course.

WHAT IS THE SCHOLARSHIP OF TEACHING AND LEARNING? SEVEN STEPS TO ENGAGE AND PRODUCE IT

MILT COX MIAMI UNIVERSITY

There is a new discipline in higher education that features the scholarship of teaching and learning (SoTL). The presenter of this workshop is an editor-in-chief of a journal that publishes the scholarship of teaching and learning. He will define and discuss the ongoing cycle of scholarly teaching and the scholarship of teaching and learning. Additionally, participants will discuss seven steps that can transform a teaching, learning, or institutional problem or opportunity into SoTL. We will discuss a template that can assist the planning of a SoTL project that could lead to a SoTL publication.



BUILDING A FOUNDATION OF TRUST FOR ONLINE STUDENT-LED PEER REVIEW/CRITIQUE

LIV CUMMINS LESLEY UNIVERSITY
SUMMER CLARK LESLEY UNIVERSITY
JOHN MCCORMICK LESLEY UNIVERSITY
WILLIAM PORTER LESLEY UNIVERSITY
LISA SPITZ LESLEY UNIVERSITY
KIMBERLY LOWE LESLEY UNIVERSITY

Implementing effective peer review/critique in the college classroom presents many practical challenges. Yet, research suggests that students who are committed to the peer review/critique process may experience improved collaborative, communication (Topping, 2000, Topping, 2009, Mulder et al, 2014, Nicol, 2010) and self-evaluative skills (Nicol et al, 2014). To explore these benefits, our cross-disciplinary SoTL action research group has developed a three-part protocol guiding students before, during, and after the peer review process in the undergraduate classroom. This interactive session focuses on the protocol's first stage, building student commitment to and trust in the process of student-led peer review/critique.

HUMOR, ENGAGEMENT, AND THE CLASSROOM

MICHAEL K. CUNDALL, JR. NORTH CAROLINA A&T STATE UNIVERSITY

Disengagement levels in the classroom are high. With stress and anxiety becoming more prevalent in our students, faculty need ways to address and counter these forces. Humor, generally undervalued as a teaching tool, is perfectly suited to help students persevere, retain information better, and thus become more engaged. Come learn how humor works, what research shows to be its benefits, and find ways to incorporate it into the classroom.

EASY HUMOR FOR THE CLASSROOM: MEMES

MICHAEL K. CUNDALL, JR. NORTH CAROLINA A&T STATE UNIVERSITY

Humor is well known to help people tolerate stress, persevere, improve recall, and improve engagement. In this workshop I will explain why humor is an underrated technique, encourage faculty to use it, and then give them practicable ways to insert humor into their classroom and lesson activity. Specifically we will help faculty use memes. Memes are a format student intimately understand and identify with and as such are a ready made avenue to use. I will show how to use memes to explain ideas, how to find and generate memes, as well as use them as an assignment. Have students generate content appropriate memes.

RESILIENCE: IT'S NOT JUST FOR STUDENTS!

MICHELLE DAVIS LAMAR STATE COLLEGE PORT ARTHUR

Nationwide, COVID-19 quickly challenged Higher Education, with most colleges and universities moving to an entirely online course delivery. Fortunately for educators, most crises do not occur on a nationwide scale. What happens to faculty when there is a smaller scale crisis: a natural disaster, death of a loved one, health issues, or other personal concerns? Much of the research focuses on how we as Higher Education Institutions can help students, but how can we help ourselves and our employees? It is important for us to practice positive self-care in order to build resilience.

MARTA DIAZ LUKENDA SCHOOL OF BUSINESS: REFER TO END OF ABSTRACTS

AN ACTION RESEARCH APPROACH TO FACULTY DEVELOPMENT: CREATING AN ACADEMIC PUBLISHING COHORT

MICHAEL DILLON CENTRAL MICHIGAN UNIVERSITY

University faculty are expected to maintain a publishing agenda, although support for publishing can be limited. This session reports on an action research project with a goal of creating a 14-week publishing cohort at a public university. The cohort was created in the fall of 2019. We sought to answer two



research questions: How can an action research model of change be utilized to implement faculty development opportunities such as a publishing cohort?, and how does a cohort model for publishing impact publishing results? Participants of this session will learn tips for forming a similar cohort and learn publishing tips.

TEACHING FOR LONG-TERM LEARNING: THE ONLY KIND OF LEARNING THAT MATTERS

TERRY DOYLE FERRIS STATE UNIVERSITY

Over the past twenty years neuroscience, biology and cognitive science have provided extraordinary insights in to how the human brain takes in, processes and retrieves new information. These insights provide the foundation for the learner centered teaching process. In this presentation I will share the teaching practices, supported by this twenty years of research, that when used effectively, can produce long-term learning for students.

TRAUMA INFORMED TEACHING IN AN ONLINE ENVIRONMENT

KATHRYN ENGLAND-AYTES CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

Trauma is the largest public health issue facing youth in the U.S., with perhaps two-thirds experiencing at least one type of significant trauma, or adverse childhood experience (ACEs) such as abuse, neglect, natural disaster, or witnessing violence before the age of 18 (CDC, 2019; ACEs). Students who have experienced trauma are particularly prone to difficulty in self-regulation, negative thinking, hypervigilance, mistrust of authority figures, and inappropriate social interactions (Lacoe, 2013; Terrasi & de Galarce, 2017). The COVID-19 pandemic has required millions of educators to move from face-to-face teaching to online instruction, which may further exacerbate the current health crisis for vulnerable students. A consideration of trauma-informed practices in both classrooms and online instruction is now more important than ever.

ORALITY-LITERACY THEORY AND IMPROVING STUDENTS' WRITING

SHARMILA FERRIS WILLIAM PATERSON UNIVERSITY

Orality-Literacy theory offers a useful paradigm for teaching learners who lead wired, networked and socially-interactive lives. Today's students' skills with writing on IM and social media do not easily transfer into their academic and professional writing. This presentation utilizes the cognitive framework of orality-literacy theory to demonstrate how the characteristics of secondary orality can be used to better reach today's learners and improve their writing across contexts.

BENEFITS OF GIVING PEER REVIEW

RICHARD FLEMING JOHNSON COUNTY COMMUNITY COLLEGE

It is well established that receiving feedback from peers, AKA peer review, results in improved creative writing. Implicit in that however is that students are also performing peer review, and formal research measure the impact of performing peer review is almost non-existent. In this talk data will be presented from an experiment conducted in a game development class. Students were asked to perform peer review, but not given the results. Then the quality of their self-reflections (post-mortems) on their projects was measured against past courses that did not have a peer review component. on building student commitment to and trust in the process of student-led peer review component.

ASSURANCE OF LEARNING BY CURRICULUM ALIGNMENT TO PROFESSIONAL BOOKS OF KNOWLEDGE

ANDRES FORTINO NEW YORK UNIVERSITY

A process was developed using professional Books of Knowledge to assess curricula's effectiveness in helping students acquire appropriate professional mindsets. It was applied to the curricula of a graduate STEM program to measure the student's acquisition of an analytics professional using the INFORMS Certified Analytics Professional. The assessment instrument based on the BOK was used to measure student's acquisition of the analytical mindset and the results used for curriculum revisions. The process has been extended to measure other mindsets the program is intended to produce: project management and business analyst.



COMBINING SYNCHRONOUS ONLINE AND IN-PERSON FORMATS IN A COURSE

MARY FOSTER MORGAN STATE UNIVERSITY

In this session you will learn when and why a university may want to combine synchronous online and in-person students in a single course. You will also learn how to effectively combine these two formats in a course. Learn from instructor experience and student feedback how to use technology, course policies, course design, learning activities, and classroom management techniques to create an engaging, effective learning environment for all students whether they are participating synchronously online or in-person. Participants will receive a checklist of best practices and suggested learning activities and have an opportunity to ask questions and discuss their ideas.

INTEGRATING HIGH IMPACT PRACTICES IN COURSES TO INCREASE STUDENT SUCCESS

MARY FOSTER MORGAN STATE UNIVERSITY

This session focuses on integrating practices which meta-analyses indicate have a high impact on student outcomes (e.g., engagement, academic achievement) into any course. A practical approach is emphasized which respects instructor choice and creativity while encouraging small actions and use of existing resources to minimize incremental work. Participants should bring a syllabus for a course they would like to work on. During the session participants will identify opportunities to integrate and more effectively communicate instructor expectations, topic relevance, growth mindset, and metacognitive learning skills into their course. Participants will use provided tools to make changes to syllabi and course plans.

SYLLABUS REMIX: INNOVATIVE REMAKE AND REIMAGINING OF NOTORIOUSLY DISREGARDED DOCUMENT

LISA FRIEL CUYAHOGA COMMUNITY COLLEGE

The syllabus is of unquestionable importance as it sets forth your expectations and is your first chance at a first impression as an instructor. Syllabi, however, are too often impenetrable and confrontational. See examples of invitational syllabi, identify their distinguishing features, and hear research supporting their use. Learn strategies for presenting your syllabus effectively both in face-to-face and online courses. Gain student buy-in and hold students accountable for syllabus content both initially and throughout the semester. Remake your syllabus and re-imagine how students interact with the document to better engage them.

CREACTIVE: CREATIVE PROCESS BEFORE TECHNOLOGY

CHRISTINA GALBIATI PENN STATE LEHIGH VALLEY

EILEEN GRODZIAK PENN STATE LEHIGH VALLEY

This presentation explores how a divergent thinking methodology, the “Creative” process, engages students in problem solving before using technology tools to enhance creative outcomes. Results of a classroom study that measured introductory graphic design students’ divergent thinking before and after the “Creative” process will briefly be discussed. A short display will showcase examples of work produced by students who engage in the process and do not engage in the process. Attendees will be invited to participate in parts of this “Creative” method. We will address why it’s a relevant pedagogy for other disciplines.

APPLYING CONCEPTS FROM ORGANIZATIONAL CHANGE TO EFFECTIVELY LEAD CURRICULAR INITIATIVES

ELLEN GOLDMAN THE GEORGE WASHINGTON UNIVERSITY

Curricular changes often fail to achieve desired outcomes. Design/re-design advice focuses the



attention of those leading such efforts on the development of content more so than the context. Organized as a workshop, this session will help participants explore requirements for successful curricular change by considering relevant literature on organizational change. We will explore concepts regarding change triggers and types; implementation strategies and approaches; and leadership and process requirements. Participants will utilize a worksheet of exercises and questions to guide the application of these concepts to their own curricular change initiative. Participants will share experiences and advice.

LESSONS LEARNED FROM LEADERSHIP TRAINING FOR FACULTY

ELLEN GOLDMAN THE GEORGE WASHINGTON UNIVERSITY

KATHERINE FOX THE GEORGE WASHINGTON UNIVERSITY

There are over 160 academic health centers, and many have some form of faculty leadership development programs. However, studies of these programs have shown that they often lack a basis of a learning competency model and rigorous evaluation methods. We developed a leadership development program for faculty based on both a leadership competency model and a leadership learning model. We administered this program to two cohorts and used various methods to evaluate the program overall and the specific design features. We will discuss what did and didn't work, why, and adaptations we have made along the way.

A FACULTY-STAFF COLLABORATION FOR COURSE RE-DESIGN

GINA GRAY PENN STATE UNIVERSITY-SCRANTON

"I found myself sitting in class wasting time instead of actually learning." Ouch! What more does an instructor need to hear to realize that changes are needed? I was clinging to the way that I'd always done things and wasn't even sure where or how to start a re-design. An opportunity to attend a course design academy and a partnership with an instructional designer provided the means to complete an entire course re-design. In two semesters of offering the re-designed course, there have been no more "...wasting time..." comments. Success!

DIGITAL ADAPTIVE LEARNING: A PILOT IN QUANTITATIVE REASONING

SUSANNA HENDERSON GALLAUDET UNIVERSITY

Quantitative Reasoning is seen as real-life mathematical and problem-solving enhancement across all spans of life. The scope of this particular study was to examine the multiple variables that constitute healthy learning of college students attempting to master this subject who are also either deaf or hard of hearing. A total of 81 students were chosen to participate in this study. Using a variety of different research methodologies, the outcomes were somewhat favorable in comparison to students who are taught this same material using traditional approaches.

PROJECT BASED AND EXPERIENTIAL LEARNING

DIANE HOLTZMAN STOCKTON UNIVERSITY

ELLEN KRAFT STOCKTON UNIVERSITY

This session describes how experiential and project-based learning was incorporated into a graduate-level Integrated Marketing Communications (IMC) class and upper-level undergraduate insurance class. The projects blended experiential and project-based education with course content delivering a learning experience for students that is relevant, interesting, engaging, and unique. The projects in these courses allowed students to create a realistic situation in which they can apply what they learned in the lectures and through research—and use creativity in the process. We will show how the projects we used for project-based learning demonstrated students' knowledge of subject matter, teamwork/leadership skills, creativity, skills in information literacy and technological literacy, application of analysis and synthesis, organizational and time-management skills, and writing and oral presentation skills.



TEACHING STRUCTURAL RACISM THROUGH PODCAST LISTENING

JEANETTE HOOVER UNIVERSITY OF MARYLAND BALTIMORE COUNTY
M.NICOLE BELFIORE UNIVERSITY OF MARYLAND BALTIMORE COUNTY
ANGEL JENKINS UNIVERSITY OF MARYLAND BALTIMORE COUNTY

Two social work instructors guided an innovative, hybrid seminar for 10 undergraduate students relying on a podcast about the history and development of structural racism to deliver content. Students participated in four seminars, maintained reflective journals, and wrote a self-analysis paper to integrate the learning. Qualitative and quantitative measures explored how the course influenced students' attitudes, knowledge, and skills about racism. Findings indicate increased knowledge and understanding of key concepts related to the insidious nature and impact of institutional racism including white privilege, structural racism, and the role of education to address race based injustice.

IDENTITY MATTERS: EXPLORING RELATIONAL HEALTH FOR FACULTY OF COLOR IN SOCIAL WORK EDUCATION

SHELITA JACKSON UNIVERSITY OF ST. THOMAS

Intersectionality and Relational-Cultural theory (RCT) as frameworks have expanded for framing experiences across issues and contexts. Relational pedagogy provides insight into higher education and adult learning, the exploration of mentoring relationships and program and curriculum development for social work education. Movement toward connection and the growth fostering relationship is the indication of good relational health. Through a comprehensive literature review, this conceptual paper will critically analyze and explore the shared experiences of faculty of color within social work education to identify unique factors which impact their ability to establish good relational health.

USING UDL, EQUITY, AND HUMAN CONNECTEDNESS TO PREPARE TO TEACH YOUR COURSE IN ANY FORMAT

KEVIN KELLY SAN FRANCISCO CITY UNIVERSITY

As we approach Fall 2020, it's still hard to tell what format, or formats plural, we will be using to teach and learn. Will we be back in the classroom? Will we be online again? Will we have some sort of hybrid experience? Regardless of the format, we can use Universal Design for Learning, Design for Learning Equity and Human Connectedness as three lenses to prepare our courses, prepare ourselves, and prepare resources that will support our students. In this virtual session, together we will explore how to build flexibility into your course, while fostering learning equity and inclusion for students with diverse needs, backgrounds and goals.

STARTING, GROWING AND INSTITUTIONALIZING CONSULTING-BASED EXPERIENTIAL LEARNING PROGRAMS

BILL KULES UNIVERSITY OF MARYLAND COLLEGE PARK

Our college uses consulting-based experiential learning (capstone) projects with partners from industry, communities and government to deepen student STEM learning and develop professional skills across undergraduate and Master's programs. We have successfully supported instructors and students through a novel, centralized academic unit, instead of relying on individual instructors to acquire and execute projects. This unit builds long-term client relationships, acquires projects, and provides instructional and project management support to produce successful learning experiences for students while meeting authentic client information needs. I will share advice and materials for starting or scaling up a program based on our 65 project experiences.

ACTIVE LEARNING THROUGH STUDENT ENGAGEMENT IN BORING TRADITIONAL LECTURE COURSE

SAFIEH LAALY MORGAN STATE UNIVERSITY

To increase student engagement in traditional "boring" lecture course, multiple interventions are implemented to increase positive cues in a) student perceptions of instructor and course as caring,



supportive & growth oriented, b) set high expectations and establish the importance and relevance of the course material to students' professional future, and c) continuous online and face to face experiential learning activities to implement metacognitive learning strategies.

POSTSECONDARY TEACHING AND LEARNING RESEARCH FROM THE INSTITUTE OF EDUCATION SCIENCES

MEREDITH LARSON U.S. DEPARTMENT OF EDUCATION

A leading federal agency has been supporting postsecondary research relevant to teaching and learning since the early 2000s. This research includes work ranging from basic cognition, to psycho-social interventions, to curriculum redesign and leveraging digital technologies, to so much more. Come learn about some of the current research, relevant findings, and publicly available resources for postsecondary practitioners and researchers and discuss the implications for current and future research and practice. Examples of projects include the validation of formative reading and science assessments, research on writing curricula, leveraging mindset interventions for math courses, and using technology to improve STEM courses.

FUNDING OPPORTUNITIES AND RESOURCES AT THE INSTITUTE OF EDUCATION SCIENCES

MEREDITH LARSON U.S. DEPARTMENT OF EDUCATION

This session discusses the work of a non-partisan research agency and details ways that postsecondary educators and researchers can engage with the agency and its products. The agency awards grants for field-initiated education research (preK-postsecondary), supports training for researchers, collects statistics and data relevant to education, and disseminates research and tools for practitioners, policymakers, families, and students. This poster presents examples of the resources and opportunities relevant to those focused on improving postsecondary education. A program officer from the agency will answer questions and provide additional information.

USING SERVICE LEARNING AS A TOOL TO PREPARE TEACHER CANDIDATES

KATHRYN LUBNIEWSKI MONMOUTH UNIVERSITY

Service Learning is an option being used to develop skills in college students that will make them more successful learners and leaders. The role of Service Learning as a tool for teacher preparation programs is an avenue for investigation. Service Learning is presently focused on nurturing emergent skills that college students may not realize they possess. These same skills can further teachers need to increase confidence and sustain student engagement in their classrooms. Developing practical interpersonal skills are essential tools for each teacher. Initial findings show the efficacy of using Service Learning as a precursor to field classroom experiences

GLOBAL CITIZENSHIP THROUGH UNIVERSITY PARTNERSHIPS

KATHRYN LUBNIEWSKI MONMOUTH UNIVERSITY
TRACY MULVANEY MONMOUTH UNIVERSITY

This session will highlight research from an international short-term study abroad program that partners with an American university with P-12 schools in London and Hong Kong. In this program, university students enrolled in a teacher preparation program complete 40-80 hours of clinical experience in partner P-12 schools in host countries. An evaluation criteria and methodology for measuring the effectiveness of global citizenship education programs will be discussed and data will be shared.

CONCEPT MAPPING AS A METACOGNITIVE AND ACTIVE LEARNING STRATEGY

MARTIN-DUNLOP MORGAN STATE UNIVERSITY

Research-based evidence continues to accumulate showing active learning strategies are effective for engaging and motivating students. Learn the skill of hierarchical-style concept mapping as originally developed by Joseph Novak and discover how it can also improve students' metacognitive skills. A three-year, quasi-experimental study conducted in undergraduate classes revealed that students who made concept maps during class (n=219) to learn course material had a statistically significant



($p < 0.05$) improvement in their metacognitive self-regulatory behavior compared to the control group ($n=175$). Concept mappers asked themselves questions, set goals, and could articulate what they did not understand to a greater extent than non-concept mappers.

MUTUAL SUPPORT FOR SOLO DIRECTORS OF TEACHING AND LEARNING CENTERS

KATHERINE MAYNARD WASHINGTON COLLEGE

PHYLLIS BLUMBERG BLUMBERG EDUCATIONAL CONSULTING

Directors of Teaching and Learning Centers-of-one can be isolated at their institution and not have a support network elsewhere. This session is designed to provide mutual support and share what we have learned about being a center-of-one. Participants will be able to raise their challenges in a supportive session and get advice and guidance from solo director-peers. We will discuss balancing time for multiple roles, tips for stretching budgets, and choosing what we can do to make an impact. We will invite participants to join an online Community of Practice (CoP) for centers-of-one. New or part-time directors are especially welcome.

DESIGNING AND IMPLEMENTING AN EFFECTIVE COUNSELING SKILLS COURSE

FR. PATRICK MCELWAINÉ HOLY FAMILY UNIVERSITY

ALEXA BONACQUISTI HOLY FAMILY UNIVERSITY

This presentation will demonstrate how to develop an effective counseling skills class using creative and experiential pedagogical approaches. The facilitators will discuss and review findings from their American Psychological Association (APA) Division 2 Society for the Teaching of Psychology grant work focused on developing a comprehensive teaching resource to instruct students with counseling skills. Workshop will also include review of baseline taped sessions, in and outside of the classroom experiential activities for students, review of skills, and final taped mock therapy sessions.

STRENGTHENING STUDENTS' WILLPOWER BY TEACHING SELF-CONTROL STRATEGIES

SAL MEYERS SIMPSON COLLEGE

BRIAN SMITH GRACELAND UNIVERSITY

Often students don't do the academic behaviors that they want to do; they don't have the willpower to reach their goals. How can we teach them to reduce these failures of self-control? We will share four categories of evidence-based self-control strategies (self-deployed vs. other-deployed; situational vs. cognitive). By applying two self-deployed strategies (if-then statements and backward planning) to job-related willpower challenges of their own, participants will learn two in-class activities they can use with their own students.

THE CHALLENGES OF FLIPPED CLASSROOMS IN EXTRA SMALL CLASSES

PAMELA MONAGHAN-GEERNAERT NORTHERN STATE UNIVERSITY

Flipping the classroom and engaging students has been shown to create a more dynamic effective learning environment. Research has been conducted on the challenges of flipped classrooms for large classrooms, but very little has been researched on class engagement in very small classrooms.

With the almost universal decrease in college enrollment, focusing on the extra small classroom should be considered. This presentation will focus on strategies to prepare the classroom for an extra small class including syllabus construction, first day activities and classroom assignments.

BUILDING INCLUSIVE LEARNING ENVIRONMENTS

CARL S. MOORE UNIVERSITY OF THE DISTRICT OF COLUMBIA

Viewing ourselves as holistically as we are encouraged to view our learners. Doing so has a direct correlation to our capacity to learn about and implement research-based and best practices in teaching and learning. In this session, we will workshop ways self-awareness can play in building inclusive learning environments.



'TEACHING UP' THROUGH DIFFERENTIATED INSTRUCTION

MASSAH NUNI COMMUNITY COLLEGE OF PHILADELPHIA

'Teaching Up' Through Differentiated Instruction will introduce college level educators to the key elements of differentiated instruction so that they can in turn utilize this pedagogical approach with their students. When educators adjust their teaching to meet the needs of students this is an attempt at differentiated instruction. Therefore, presentation participants will explore significant elements of the differentiated instruction model which include defining this approach and outlining its pedagogy. Additionally, participants will discuss the implications of utilizing differentiated instruction in college level classrooms, review the learning needs of diverse populations of students, and identify the characteristics of student-centered classrooms.

MANAGING CONFLICT IN TEACHING AND LEARNING: SCHOLARSHIP OF FORGIVENESS PRACTICES

DAVID O'MALLEY BRIDGEWATER STATE UNIVERSITY

JIBRIL SOLOMON BRIDGEWATER STATE UNIVERSITY

Conflict is a natural phenomenon that may arise in the process of teaching and learning. Finding ways to manage and learn from conflict is a skill that can benefit faculty and students engaged in teaching and learning. Not getting stuck in cycle of unresolved conflict can offer opportunities for the development of knowledge and skills for all parties involved. This presentation will consider the emerging body of scholarship that looks at forgiveness practices which can be used to aid in a variety of teaching and learning contexts, with a particular emphasis on engaged and experiential learning (i.e. service-learning and internships).

ENERGIZING THE SCIENCE LECTURE: 3 WAYS TO ENHANCE STUDENT ENGAGEMENT

AIMEE PASCALE NORTHERN VERMONT UNIVERSITY

Interactive lecturing has been noted as an effective means of actively engaging students. The lecture method is often used as a primary teaching mode within science disciplines. The presenter will discuss three different methods to actively engage students during the lecture: multiple choice questioning, think-pair-share, and kinesthetic engagement. Discussion will focus on techniques to facilitate participation from all students, consideration of class size, time on task, consideration of knowledge level, and resources available. Participants will be invited to brainstorm and share kinesthetic engagement ideas for different science disciplines.

BUILDING A COMMUNITY OF LEARNERS TO ENHANCE STUDENT ACADEMIC SUCCESS

KAREN PEZZOLLA BLOOMFIELD COLLEGE

MICHELLE ANDERSON AQUINAS COLLEGE

Building a community of learners at the college level can be challenging due to the structure of college teaching which can vary. For example, some classes meet more than once during a week, others meet once a week, and others can be delivered in a hybrid or fully online format. Whatever challenges may exist, individuals learn best in an environment that is safe, comfortable and social, and can be the impetus for creating a community of learners that maximizes students' academic success.

PRESENCE: HOW ONLINE INSTRUCTORS CAN GET MORE FROM THEIR STUDENTS

COURTNEY PLOTTS BUENA VISTA UNIVERSITY

Have you ever wonder about all of the things that go in to developing great online course? Have you ever questioned why aren't students participating in this course? Have you ever wondered about how students are navigating online classrooms or how they perceive you being a great instructor? Or maybe you thought: How can I build a better sense of community or increase student engagement in a way that makes sense? This interactive learning experience will assist you in answering all of those questions and more.



EXPERIENTIAL LEARNING THEORY AND THE SECOND-CAREER STUDENT

TRACEY RECIGNO THOMAS JEFFERSON UNIVERSITY

The current higher education landscape reveals fewer traditional college-age students choosing to pursue a four-year college education and a higher percentage of non-traditional students entering the classroom environment. Many of these individuals are embarking on a second career and consideration must be given to the unique perspectives a person with workforce experience brings to the educational environment. Through the lens of experiential learning theory, this presentation offers evidence-based strategies to maximize learning opportunities for this student population.

HELPING STUDENTS DEVELOP CRITICAL THINKING AND STUDY SKILLS

JEFF SARBAUM UNIVERSITY OF NORTH CAROLINA - GREENSBORO

ERIC HOWARD UNIVERSITY OF NORTH CAROLINA - GREENSBORO

A recent meta-analysis found “that students make substantial gains in critical thinking during college.” However, the authors went on to note the “worrisome finding is that observed gains in critical thinking appear to have deteriorated over time...” (Huber & Kuncel, 2016). And the Wall Street Journal recently noted that “employers say too many schools aren’t teaching students the skills they need—or even basic critical thinking” (Belkin, 2018). Our presentation will provide research-based strategies to improve study habits and critical thinking skills we have employed in our classes though the implementation of a "study skills and critical thinking" module.

IT’S COMPLICATED: UNEXPECTED CHALLENGES UNPAID INTERNSHIPS PRESENT TO COLLEGE STUDENTS

THOMASENA SHAW BRIDGEWATER STATE UNIVERSITY

LISA BERGSON BRIDGEWATER STATE UNIVERSITY

Research indicates that internships have significant early career advantages for students including less time finding a first employment position, increased monetary compensation and greater overall job satisfaction; however, gaps exist regarding students’ conceptualization of the unpaid internship experience, and factors that influence their decisions to pursue or decline these opportunities in a college setting, despite the much-lauded benefits. This session will present study findings on college student perceptions of the pedagogical tool, highlighting the complex nature of their choices to participate (or not); the session also presents best practice solutions for use of the unpaid internship experience in a way that recognizes the constraints it presents students, and how simple renovations can make it a more accessible and beneficial to a broader group of students.

PEER-TO-PEER LEARNING WITH A GROWTH MINDSET: ULA REVIEW SESSIONS

MARCIA SHOFNER UNIVERSITY OF MARYLAND

ALLISON KEYES UNIVERSITY OF MARYLAND

DARRAH SPEIS UNIVERSITY OF MARYLAND

Undergraduate Learning Assistants (ULA) led weekly review sessions to improve student learning in an introductory biology course using active learning strategies. Strategies include reinforced student collaboration, interactive practice problems, growth-mindset encouragement activities and small group work. Data collected over five semesters is used to evaluate the effect of review sessions on student learning. Student learning was measured comparing exam means, participant grades, and change in grades over the semester. Our student-run program seeks to enhance student learning and to assess our understanding of how students learn through innovative programs such as our Peer-to-Peer Tutoring Program.

WRITING, REVIEWING, AND REVISING LEARNING OBJECTIVES: AN EXERCISE IN WORDPLAY

AMY SIMOLO UNIVERSITY OF SCRANTON

Universities are under increasingly higher pressure to provide evidence of assessment of learning outcomes (LOs). LOs allow for clear mapping between assessment artifacts and the goals of the



course/program/institution. This session will explore the components of properly written LOs, including their accessibility and level of assessment per Bloom's taxonomy. Through the analysis of sample LOs, participants will be able to identify common LO writing mistakes and make recommendations for revision. Attendees will be able to see what they learn to evaluate, revise, or recommend changes to course or program LOs, ensuring that assessment of the LOs is accurate and appropriate.

MINDFULNESS AS WAIT-TIME/THINK-TIME

ADAM SMITH THE PENNSYLVANIA STATE UNIVERSITY

Research suggests even small, regular doses of regular meditation can improve attention (Zeidan et al., 2010). Might even a few mindful moments have a positive effect, even if we can't measure it on an fMRI? I believe we can integrate contemplative practices without discussing monastic life, Buddhist history, or even the word meditation. Mindfulness can complement things you ask students to do already: behold an image, listen to a poem, linger over a text, listen actively, and more. Finally, how might mindfulness complement student reflection and metacognition? Join us as we consider how to create more space in the classroom.

POSITIVE TENSION: SUPPORTING STUDENTS' COGNITIVE DISSONANCE AND INVITING CRITICAL REFLECTION

ADAM SMITH The Pennsylvania State University

SHANNON TELENKO The Pennsylvania State University

Teaching and learning present opportunities to engage ourselves and our students in dialogic processes that can create positive tension, an acknowledgement of both the discomfort in learning and the supportive role teaching may take. How do we balance acknowledging student perspectives with challenging their ideas to develop critical perspectives on what they know and what they read? In this session, we'll share our experiences and explore possible solutions: working with (not against) resistance, honoring lived experiences while going beyond taking them at face value, and nudging students to challenge their understanding of how the world works.

TEACHING WITH TECHNOLOGY: FREE TECH TOOLS TO ENERGIZE AND ENGAGE YOUR STUDENTS

KATHRYN SMITH INTERNATIONAL TEACHING LEARNING COOPERATIVE

In this interactive session, participants will engage with multiple free technology tools and explore ways these technologies can be meaningfully integrated into a session at their home institution. Participants should leave this session with multiple technology tools that can easily be added into an upcoming classroom session.

BEHAVIORAL, COGNITIVE, AND EMOTIONAL ENGAGEMENT IN CLASSROOMS

KENTINA SMITH ANNE ARUNDEL COMMUNITY COLLEGE

Learner-centered strategies represent educational practices that emphasize active engagement and the reflective nature of learning. Behavioral, cognitive, and emotional engagement are all key to developing attentive, curious, engaged students. Behavioral engagement describes observable actions of students. Cognitive engagement involves assessing students' understanding of what's been taught. With this type of engagement, it is important to make thinking and learning "visible" to the instructor. Emotional engagement involves attracting student interests and connecting content to their lives. Throughout the presentation active engagement strategies will be modeled to demonstrate things that instructors can consider for their students.

CONTEMPLATION THROUGH MINDFULNESS: A KEY TO ENHANCED WELL-BEING AND STRESS MANAGEMENT

URSULA SORENSEN UTAH VALLEY UNIVERSITY

Mindfulness, or the ability to focus attention and awareness in the present moment, is a critical skill in helping such things as managing stress, decreasing emotional reactivity, and increasing cognitive



flexibility in a variety of populations. In this workshop participants will learn several types of mindfulness techniques that they can use in their personal and professional lives. Additionally, participants will formulate a plan to incorporate mindfulness in their daily routines.

BUILDING COMMUNITY IN AN ONLINE/REMOVE ENVIRONMENT

STACEY SOUTHER CUYAHOGA COMMUNITY COLLEGE

Regardless of whether you've been teaching online for a long time or were thrust into it due to the COVID-19 pandemic, one issue we all face is how to build community in an online, asynchronous environment. This session will explore the importance of remaining connected in an online course, as well as discuss how a "warm syllabus" and the technology tools Remind and Flipgrid can help build community. It will provide opportunities for you to brainstorm ways to connect online, to update your syllabus using warm language, and to try both the texting app, Remind, and the video tool, Flipgrid.

REDESIGNING LECTURES TO IMPROVE STUDENT ENGAGEMENT AND LEARNING

FREDERICK TEJADA UNIVERSITY OF MARYLAND EASTERN SHORE

The "Introduction to Drug Action" lecture series is part of the PHAR530 course which is required for 1st year students in a concentrated Doctor of Pharmacy program at UMES. The concepts are taught in a 7-hour class lecture format. Historically, students struggle in this course as evidenced by their poor performance in the end-of-block assessment. Students who struggle in this course typically struggle in succeeding assessments. Challenges of the current format include varying pre-requisite knowledge, long class hours, and poor retention. To improve student learning, the course was redesigned to be more active and more active and engaging.

THE ONLINE INSTRUCTOR'S ROLES AND INFLUENCE ON STUDENTS' LEARNING EXPERIENCES

HUI-WEN TU BERKELEY COLLEGE

GREGORY HOTCHKISS BERKELEY COLLEGE

A positive online learning environment that promotes interactive learning and builds effective community does not happen spontaneously. It requires planning, coordinated designing techniques, and consistently proactive methods for positive interactions between students and faculty, with clear incentives for the ongoing quality of student participation. To fulfill these tasks, online instructors must serve in a variety of demanding roles and capacities: the pedagogical, assessorial, social, managerial, and technical (Frazer, Sullivan, Weatherspoon, and Hussey, 2017). The purpose of this study is to identify the factors that are helpful for enhancing the online faculty's performance toward better student learning outcomes.

SLACK-ING: USING BUSINESS COMMUNICATION TECHNOLOGY TO ENHANCE ENGAGEMENT AND CONNECTION

RAISA VELTHUIS VILLANOVA UNIVERSITY

Technology helps establish a learning environment that fosters the kind of creativity and communication needed to nourish engagement (Kearsley & Shneiderman, 1998). Slack is practically relevant as a newly popular business communication tool that can be valuable as an LMS complement due to its low-stress way of facilitating course contributions. In particular, it facilitates open and frequent communication, which 21st century students yearn for (Ross, 2019). Participants will have the opportunity to interact with the tool and evaluate the benefits and challenges for use in higher education courses. Instructor reflections and balanced student feedback from a semester-long implementation are shared.



EXPLORING STUDENTS' STUDY STRATEGIES USING A MEDICAL LABORATORY SCIENCE-BASED COURSE

DIANE WILSON MORGAN STATE UNIVERSITY

The Medical Laboratory Science (MLS) program is a very rewarding career choice for students as most students secure jobs immediately upon graduation. However, the curriculum is challenging. Academic success depends on effective study strategies, but students do not 'know how to learn.' This project will allow MLS students to identify effective study strategies themselves. The instructor will introduce students to flow charts, review materials and concept mapping. After each exam, students will reflect on their journal entries and evaluate their study strategies. Graphical representations of class scores and effective study strategies identified by students become resources for future assessments.

TEACHING STUDENTS CRITICAL THINKING AND ANALYSIS SKILLS WITH PICTURE POSTCARDS

REBA WISSNER NEW YORK UNIVERSITY

Critical thinking and analysis skills are two areas where all faculty want their students to improve. This workshop will show faculty the benefits of using picture postcards for encouraging critical thinking and analysis in the classroom while helping students to contextualize what they are learning in the course. After providing brief background information, this workshop will be in two parts: first, allowing faculty to participate in a postcard analysis exercise and second, having faculty design a similar exercise for one of their courses. The session will conclude with a group discussion.

NAVIGATING THE CHANGING TIDES OF COLLEGE PLACEMENT

LAURA YOO HOWARD COMMUNITY COLLEGE
MARGARET GARROWAY HOWARD COMMUNITY COLLEGE

This mid-size community college in the mid-Atlantic region has been navigating the waves of multiple (or alternative) measures, state-wide requirements and agreements among colleges, and changes to College Board's Accuplacer placement tools. In response to the shifting attitudes towards and practices in student placement, this college formed a cross-functional team of faculty and student services staff to research, pilot, implement, and assess the tools used at the institution. This process is charting the course for providing students the best opportunity to succeed.

PAINT N'EYE'T - APPLYING TEAM-BASED LEARNING TO TEACH TOPICAL EYE DROPS

XIAO CHI (TONY) ZHANG JEFFERSON UNIVERSITY

There is limited training and exposure of Emergency Medicine (EM) residents to common ophthalmologic complaints and medications. All EM residents at the Thomas Jefferson University attending the weekly half-day didactic sessions were enrolled in a one-hour Team-Based Learning (TBL) session on topical ocular medication, where learners participated in the interactive Paint N'EYE'T activity that required them to place a colored-dye drop into a circular well corresponding with the correct eyedrop color answer to improve learner engagement and positive haptic feedback. The activity yielded statistically significant improvement across test iterative administration with trend in knowledge retention and glowing receptive feedback.

THE LEGAL ROAD TO INCLUSION, FROM RACE TO DISABILITIES

WALTER ZILZ BLOOMSBURG UNIVERSITY

From Plessy V. Ferguson (1896), which set an exclusionary precedent; to Brown v The Board of Education (1954), which reversed that decision. The legal reasoning of Thurgood Marshal includes the use of the First, fifth, and fourteenth amendments to set the precedent 'separate is inherently unequal'. This paved the way for Pennsylvania Association for Retarded Citizens (PARC) (1971), Mills v DC (1972), and The Education for all Handicapped Children's Act (1975). Specific Terminology is defined to assist in the understanding of how to facilitate not only the legal requirements, but to facilitate the social acceptance of a true inclusionary system.



UTILIZING THE ACHIEVING STYLES INVENTORY TO MEASURE STUDENT'S LEADERSHIP DEVELOPMENT

GWEN BURBANK ST. GEORGE'S UNIVERSITY

Utilizing assessments to identify student leadership strategies is a component of leadership development. The Achieving Styles Inventory (ASI) has been shown to accurately identify leadership strategies necessary for leading in today's inter-connected world. This assessment helps students identify areas that they can improve in order to become a more connective, or flexible, leader. The ASI is given as a pre-test and posttest to incoming business students; allowing them to identify their low scores and then develop a leadership development plan to improve areas of weakness. Comparison of pre-test and posttest scores has shown significant improvement in student's weaker leadership strategies.

STUDENT PREPAREDNESS: CPAS WITH A DEFINITIONAL GRADING SYSTEM

MARTA DIAZ LUKENDA SCHOOL OF BUSINESS: REFER TO END OF ABSTRACTS

In a business technology course, students were not reading the textbook because it was very dry and difficult to read. The instructor implemented course preparation assignments (CPAs) and a definitional grading system in order to incentivize students to prepare for class discussions and to encourage them to participate by providing them with the base knowledge from the readings. A survey of 28 students showed that 68% of the students acknowledged that if it were not for CPAs, they would not have prepared for class and 75% of the students acknowledged that the CPAs helped them study for the exams.



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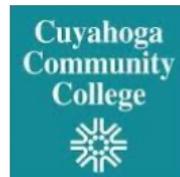
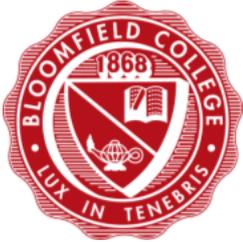
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PROFESSIONAL DEVELOPMENT AND NETWORKING

This workbook is a scholarly teaching framework to implement content acquired during this conference to improve your classroom teaching. As you complete the workbook, you will develop an individualized action plan for improving your teaching and student learning.

IT IS DESIGNED TO HELP YOU:

- organize information gained,
- articulate ideas to be further developed, and
- identify contacts for intentional networking.

Just as we teach our students to have a growth mindset with respect to learning, we must have a growth mindset about teaching.

Reflect on your teaching by setting aside time to progress through the workbook as part of your conference experience.



COURSE ENRICHMENT

Take a moment to think about courses you will teach in an upcoming semester. Identify one concern or challenge you have, or anticipate having, in one of those courses.

A. DESCRIBE THE ISSUE OR CHALLENGE THAT YOU HAVE IDENTIFIED.

B. DESCRIBE THE IDEAL SITUATION OR EXIT BEHAVIOR FOR THE CHALLENGE IDENTIFIED.

C. TO WHAT EXTENT ARE THE CONTRIBUTING FACTORS TO THE IDENTIFIED CHALLENGE RELATED TO STUDENT BEHAVIOR (OR LACK THEREOF) AND TO WHAT EXTENT ARE THE CONTRIBUTING FACTORS RELATED TO YOUR BEHAVIOR (OR LACK THEREOF)?

D. WHAT STRATEGIES MIGHT BE IMPLEMENTED TO ASSIST IN MOVING TOWARD THE DESIRED STATE?



TAKE-HOME EXAM

2-3 weeks after the conference, review the issue or challenge you noted on the Course Enrichment page. In light of what you learned at the conference:

1. WHAT STRATEGIES HAVE YOU IMPLEMENTED? HAVE THEY BEEN SUCCESSFUL? IF NOT, WHAT ADJUSTMENTS CAN BE MADE?

2. DID YOU CONTACT ANY NEW CAMPUS RESOURCES UPON YOUR RETURN FROM THE CONFERENCE? IF SO, HOW HAVE THEY HELPED? IF NOT, WHO MIGHT YOU CONTACT?

3. REVIEW YOUR NOTES FROM THE CONFERENCE AND SELECT ONE NEW CONCEPT OR IDEA TO TRY IN THE COMING TWO WEEKS. DESCRIBE HERE BRIEFLY WHAT YOU WILL ATTEMPT.



REFLECTIONS & NOTES

A series of 25 horizontal gold-colored lines for writing reflections and notes.



REFLECTIONS & NOTES

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REFLECTIONS & NOTES

A series of 25 horizontal gold-colored lines for writing reflections and notes.

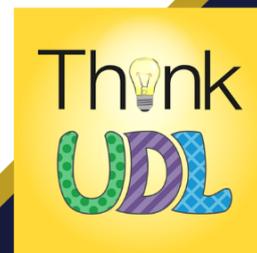


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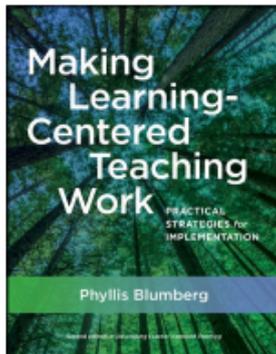


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Strategies for Productive Teaching F2F and Online

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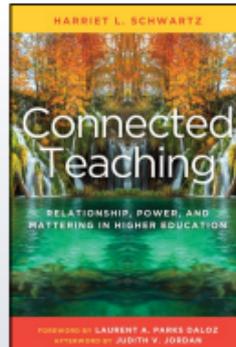
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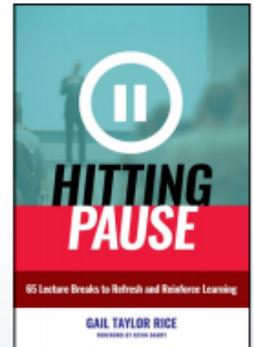
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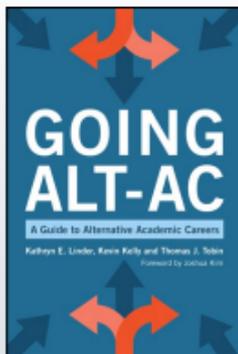
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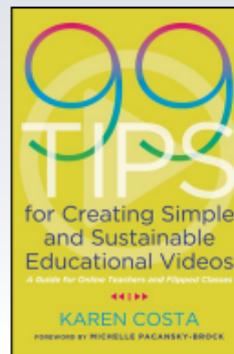
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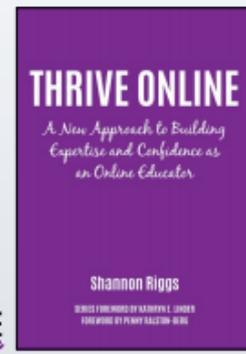
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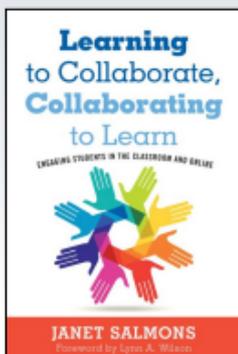
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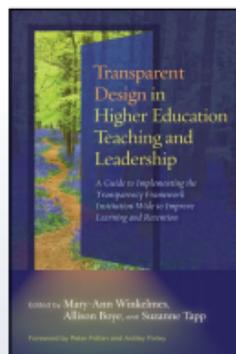
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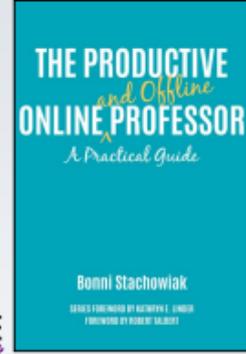
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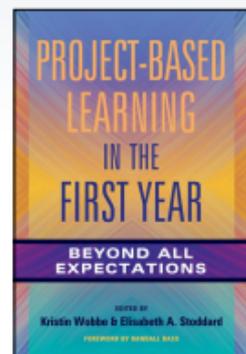
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It was obvious that the structure of the conference was designed to be learner-centered and to facilitate true learning. I loved the schedule and variety of offerings. I also loved the camaraderie and overall "vibe"!

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