

LILLY CONFERENCES

ITLC | International Teaching  
Learning Cooperative, LLC

**TEACHING FOR  
ACTIVE & ENGAGED  
LEARNING**

**TRAVERSE  
CITY**

*MICHIGAN  
OCTOBER 9TH -11TH  
2024*

CONFERENCE PROGRAM

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# Welcome

As autumn unfolds in Michigan, there's a crisp energy in the air—and with it a sense of possibility. We hope this conference captures that energy, sparking fresh ideas and invigorating your passion for teaching. Though Lilly Conferences have been central to higher education for over 40 years, each event is carefully crafted to bring forward innovative topics, fresh research, and new connections. Our goal is to foster a community where you can engage with peers from across the country, share experiences, and learn together, all while focusing on enhancing student learning.

This year, I'm excited to introduce two exceptional plenary speakers. Joe Packowski (Indiana University) will lead a session on the Pedagogy of Empowerment, offering strategies to stimulate creativity, partnerships, and personal development. Sheri Stover (Wright State University), an expert on how people learn, will provide strategies for helping students become better learners. I will also join in and offer the closing plenary, drawing from my recent books to explore how GenAI can promote deeper learning.

We're thrilled to have over 100 colleagues sharing their expertise, facilitating topics such as generative AI, student engagement, and mindfulness. These presentations create a foundation for the vibrant exchange of ideas that defines this conference.

Beyond the sessions, we encourage you to connect with fellow attendees—build new relationships and reignite old ones. The schedule provides time between sessions to reflect, spark new ideas, and explore Traverse City's pedestrian-friendly downtown, boutiques, and unique dining. The area offers an opportunity to unwind and recharge while absorbing the week's learning.

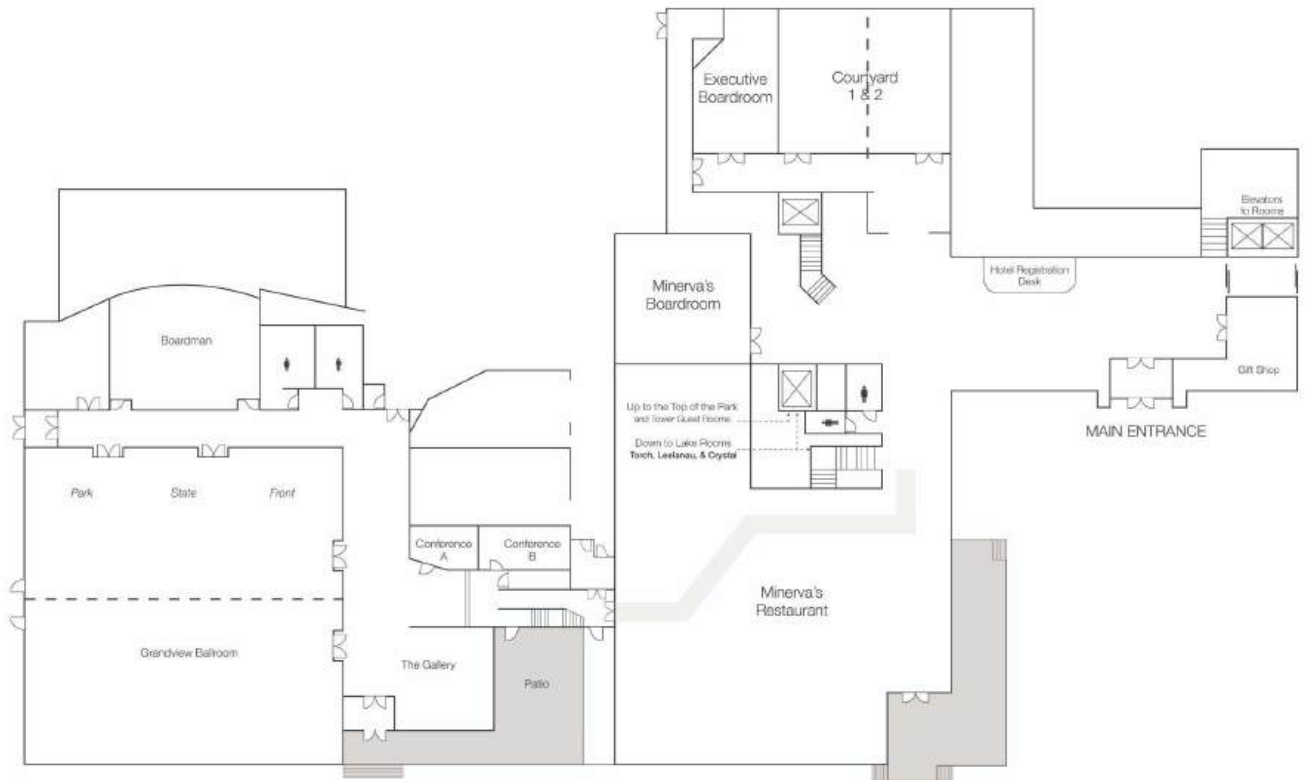
Thank you for joining us and contributing to the success of this event. It's the collective energy and commitment of participants like yourselves that make this conference such a vibrant learning community. If there is anything we can do to enhance your experience, please don't hesitate to reach out.

Warm regards,



Conference Director

# Conference Venue Floor Plan



Locating meeting rooms. The grandview ballroom is located adjacent to the state street entrance to the hotel, directly across from the parking garage. The Boardman is located in the hall behind the ballroom.

Minerva's Boardroom, and Courtyard conference rooms on the hotel's *main level*.

Torch, Leelanau, and Crystal conference rooms (the "Lake Rooms") are on the *lower level*, and are accessible via a staircase or an elevator next to Minerva's Restaurant or a staircase or an elevator in the main lobby.

Top of the Park is reached using the main lobby elevator, "T".

Locate restrooms by Boardman, by Minerva's restaurant, and downstairs across from Leelanau.

# Navigating the Conference

## General Information

### Ethos

ITLC Lilly events strive to provide a community where individuals feel safe and energized, working and interacting in an environment that is supportive and focused on the ITLC Lilly Conference Spirit.

As a result, we must insist that individuals participating in the conference:

- Respect all their colleagues at the conference and speak in a supportive and nonthreatening manner.
- Refrain from self-promotion with the intent to generate income. If an individual at the conference is interested in engaging your professional services, please ask them to contact you at the conclusion of the conference.
- Appreciate and honor those who wear masks to protect themselves or others during the conference. If you are not feeling well during the conference monitor for fever and other symptoms of illness. Rest in your room.

### Sched the Conference App

The mobile app **Sched** is used for navigating the conference content. Download the app to your mobile device or laptop. Build your own schedule, upload/download session handouts, create your conference profile, and more! Schedule changes will be posted to Sched in real-time.

### Name Badges

Please wear your name badge at all times during the conference; name badges are required for entrance to all meals and receptions. It is the tradition of ITLC Lilly Conferences to omit titles/credentials on name badges. We value and understand the work required to earn such distinctions, *and* we believe that referring to each other by first name more quickly familiarizes us with each other and builds community among us as colleagues.

### Meals

Your conference registration includes:

- Wednesday - Afternoon Refreshments, Reception
- Thursday - Breakfast, Lunch, Afternoon Refreshments, and Reception
- Friday- Breakfast

Present your name badge to the ITLC Lilly Staff attendant as you join us for meals. Unfortunately, due to space limitations and banquet costs, guests are not allowed to join conference meals or receptions.

## **Participation**

It is expected that participants and presenters alike attend the whole conference to build community; however, you do not have to attend every single concurrent session! The conference pace is brisk, there are many choices among concurrent sessions, and the risk of information overload is always present. Please be sure to schedule a break and skip a session if needed to decompress, reflect on what you are learning, organize your notes, or check in with the office or your support people.

We encourage participants to take the evenings off to network and socialize together. Traverse City is a quaint town with natural beauty, boutique shopping, and numerous restaurants - all within a short distance of the hotel.

## **Lilly Lounge - Top of the Park**

Need a quiet place to decompress, check email, call the office, call home, or continue a conversation with a peer? Stop by the Lilly Lounge set at the Top of the Park.. Don't become overwhelmed by the brisk conference pace. Set aside time to tend to your peace of mind, recharge, or connect with others.

Enjoy the eagle eye view of Grand Traverse Bay or have a quiet sit down to

- Recharge your phone, your laptop, or yourself!
- Complete online session evaluations.
- Develop a personalized schedule to navigate the conference.
- Create an individualized action plan to apply what you learn (complete the workbook pages in the conference program).
- DM a colleague at the conference with whom you want to follow up with a topic, or say thanks for giving you a new way of thinking about your teaching practice.

- Write a thank-you note to the person who sponsored your travel here or send a thank-you to the person who introduced you to the ITLC Lilly conferences (stationery available at our registration desk).

## Health

Please use care and considerate respiratory practices while gathering together. Wash your hands using hand sanitizer between sessions, and please wash your hands with soap and water prior to joining the buffet lines or refreshments. Masks are no longer mandatory but are encouraged. If you are not feeling well, coughing, or have a fever, please rest in your room and complete a COVID-19 test.

*If you have any concerns during the conference, please come to the conference registration desk to speak with an ITLC Lilly Staff Member.*

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# Agenda

at a glance



CONFERENCE PROGRAM



Wednesday, October 9th

Wednesday October 9th, 2024						
8:30 a	Registration Opens Conference Center					
9:00 a - 11:30 a	Preconference Workshop :  Effective Lectures WITH Proven Active Learning Strategies: Finding the Right Balance Todd Zakrajsek <i>Additional Registration Required</i>					
Enjoy Lunch on Your Own						
1:30 p - 2:15 p	Opening Plenary:  Todd Zakrajsek Grandview Ballroom General Session					
15 min. transition						
Breakout Rooms	Boardman	Torch	Leelanau	Crystal	Minerva's Boardroom	Courtyard
2:30 p - 3:10 p	<b>1a</b> Enhancing Your Message With Digital Innovations From Concept to Audience  Z. Adams	<b>1b</b> Practical Persuasion Techniques for Overcoming Resistance to Active Learning Strategies  K. Klocke	<b>1c</b> AI Perception: Bridging the Gap With Interviewing Skills and AI  D. Murray	<b>1d</b> Learning Bloom's With Customized Lessons on Padlet  R. Spring	<b>1e</b> Expanding DEI in the Gen Ed Classroom  K. Shaffer & T. Divens	<b>1f</b> Fostering Exceptional Engagement and Success With Visual Thinking Strategies  J. M. Moffa
10 min. transition						
3:20 p - 4:00 p	<b>2a</b> Movement-Based Learning in the College Classroom  S. F. Lindt et al.	<b>2b</b> Building a Sense of Belonging in an Online Class  W. Robertson & S. Robertson	<b>2c</b> Mastering Facilitation: Elevating Classroom Engagement for Deeper Learning  N.E. Moore	<b>2d</b> Teaching Motivational Interviewing in Asynchronous Learning Environments  C. Rocchio	<b>2e</b> Tools and Strategies to Transform Students' Narrative Identity  H.Y.Z. St. Peters	<b>2f</b> Building Class Community Through Multimedia Resources, Virtual Reality, & Collaboration  A. Divinsky & B. Berthold
15 min. transition						
4:15 p - 5:30p	Keynote:  <i>The Science of How Students Learn</i>  Sheri Stover Grandview Ballroom General Session					
5:30 p - 6:30p	Networking Reception Grandview Gallery  General Session - Open for Attendees					
Enjoy Dinner and Evening on Your Own						

## Thursday Morning, October 10th

Thursday October 10th, 2024						
6:45 a - 5:00 p	Conference Help Desk Registration Checkin Conference Center					
7:00 a - 7:50 a	<b>Buffet Breakfast</b> <i>Name Badge Required</i> Grandview Ballroom					
Breakout Rooms	Boardman	Torch	Leelanau	Crystal	Minerva's Boardroom	Courtyard
8:00 a - 8:40 a	<b>3a</b> Advancing Alternative Grading towards Greater Inclusion and Accessibility  <b>J. Wiess</b>	<b>3b</b> The Power of Words: Building a Positive Learning Environment  <b>M. Pasquale &amp; B. Pickerd</b>	<b>3c</b> Integrating Meta-Cognition to Help Student Learning  <b>E. Cunliff &amp; K. Smith</b>	<b>3d</b> Giving Students A Voice Through Immersive Library Fellowships  <b>M.N. Mallon</b>	<b>3e</b> Using Reflexive Thematic Analysis to Support Student Learning  <b>K. Christopher &amp; C. Molloseau</b>	<b>3f</b> Using Inter-professional Education to Enhance Student Learning  <b>J. Rochester</b>
10 min. transition						
8:50 a - 9:10 a	<b>4a</b> Using Interactive Experiences to Redefine Your Impact in the Classroom  <b>C. Cordell</b>	<b>4b</b> Using Generative AI to Promote Student Learning Through Engagement  <b>R. Francis</b>	<b>4c</b> Late Discovery: Student Experiences of High Ed Learning Disability Diagnoses  <b>M. Moffa</b>	<b>4d</b> Building Your Students' AI Toolbox for Research and Writing  <b>L. Roberts</b>	<b>4e</b> Increasing Student Engagement Through Combined Interdisciplinary Units  <b>B. Kruid</b>	<b>4f</b> Increasing Belonging with Students Through Classroom Rituals  <b>S. J. Baker &amp; S. Kelly-Williams</b>
10 min. transition						
9:20 a - 9:40 a	<b>5a</b> Equitable Teaching Strategies for Clinical Competence  <b>K. Calvert et al.</b>	<b>5b</b> Practical Pedagogical Responses to Generative AI  <b>J. K. Huggins</b>	<b>5c</b> Building Cognitive Endurance in Distracted College Classrooms  <b>Wm. Sonnega</b>	<b>5d</b> Utilization of Team Based Learning in Course Redesign  <b>A. Trimble</b>	<b>5e</b> Supervision Strategies for Promoting Critical Thinking Skills of Student Interns  <b>A. Lichliter J. Palmer</b>	<b>5f</b> Fostering an Inclusive Environment When DEI Curriculum is Banned  <b>N. St. Germaine</b>
20 min. transition						
10:00 a - 10:40 a	<b>6a</b> Strategies for Creating Classroom Community for Day One and Beyond  <b>K.W. Caldwell</b>	<b>6b</b> Responding to Student Burnout with Compassion A Mindful Approach  <b>C. Wells</b>	<b>6c</b> Fostering Inclusivity and Relationality in the Classroom Through Technology  <b>B. Ale-Ebrahim et al.</b>		<b>6e</b> What Learners Teach Us About Well-Being and Academic Success  <b>S. P. da Silva</b>	<b>6f</b> Combating Hate Through Genocide Studies  <b>V. Piercey et al.</b>
10 min. transition						
10:50 a - 11:30 a	<b>7a</b> Mitigating Racial Representational Inequities in Education Through UDI and DEI  <b>C. Reid-Brown et al.</b>	<b>7b</b> Friend, Frenemy, Foe, or Faust—Education's Dance with Artificial Intelligence  <b>M. Roberts</b>	<b>7c</b> Inclusive Assessment for Student Learning & Empowerment  <b>L.J. Varghese</b>		<b>7e</b> Finding Our Way: A Path Towards Decolonization In Higher Education  <b>N. Beltrano et al.</b>	<b>7f</b> Graduate Students' Affective Responses to Ungrading  <b>P. E. Bylsma</b>
10 min. transition						
11:40 a - 12:00 p	<b>8a</b> Transforming Curriculum and Assessment in the Era of AI as Educators  <b>H. Sun</b>	<b>8b</b> A Literature Review of Questioning Strategies in Classrooms  <b>G. Zhang J. Somers</b>	<b>8c</b> Does Review Modality Matter? Strategies For Effective Exam Preparation  <b>D. Hall &amp; S. Stang</b>	<b>8d</b> Synergizing Online Modalities to Support and Engage Adult Learners  <b>A. Correia</b>	<b>8e</b> Teaching Genre Identification to Enhance Critical Reading and Academic Writing  <b>C. Miecznikowski</b>	<b>8f</b> I Can't Draw! Using AI to Visually Engage Students  <b>M. Wireman</b>

Thursday Afternoon, October 10th

12:00 p - 1:00 p	<b>Buffet Lunch</b> <i>Name Badge Required</i> Grandview Ballroom					
1:00 p - 2:15 p	<b>Keynote:</b>  <b><i>Pedagogy of Empowerment: 5 Principles to Accelerate Mutually Beneficial Learning</i></b>  <b>Joe Packowski</b> Grandview Ballroom General Session					
15 min. transition						
<b>Breakout Rooms</b>	<b>Boardman</b>	<b>Torch</b>	<b>Leelanau</b>	<b>Crystal</b>	<b>Minerva's Boardroom</b>	<b>Courtyard</b>
2:30 p - 3:10 p	<b>9a</b> Automating and Informing Formative, Summative, and Program Evaluation With One Web-Based and Mobile App  <b>A. Chapleau &amp; J. Harrison</b>	<b>9b</b> Teaching with Story  <b>K. Heys</b>	<b>9c</b> A Case for Administering Compassionate Leadership in The Classroom  <b>S. N. Warner</b>		<b>9e</b> Building Cultural Humility and Interprofessional Socialization Through Interprofessional Learning Collaboratives  <b>M. McCann</b>	<b>9f</b> Inclusion and Belonging in the Online Classroom  <b>M. Johnson</b>
10 min. transition						
3:20 p - 3:40 p	<b>10a</b> Integrating Trauma-Informed Learning Objectives in Experiential Settings  <b>E. Fuhrman &amp; D. Moody</b>	<b>10b</b> Employing Care-Based Pedagogy for a More Humane Higher Education  <b>M. Neal &amp; E. Louson</b>	<b>10c</b> A Comparison of Perceptions of Teamwork Skills: Students and Standardized Patients  <b>D. A. Ludwig et al.</b>	<b>10d</b> Online Discussions' New Ecosystem- Designing for Student Realities  <b>M. Ricco</b>	<b>10e</b> Writing Efficiently - What, Why, Who and How to WAG!  <b>L. Marchwinski K.Thompson</b>	<b>10f</b> Strategies to Promote Engagement Among Students and Content  <b>J. Thomas</b>
20 min. transition						
4:00 p - 4:40 p	<b>11a</b> Building Equitable Teaching Practices When DEI is a Political Pawn  <b>K. Eaton</b>	<b>11b</b> Teaching Unprepared Students: Strategies for Success and Retention in Higher Education  <b>K. Gabriel</b>	<b>11c</b> That's a Bunch of Bunk: Prebunking and Debunking Tools for Identifying Misinformation and AI-Generated Disinformation  <b>E. Goulette et al.</b>	<b>11d</b> Student and Instructor Use of ChatGPT – Experiences from the Field  <b>J. Zantinga &amp; C. Lyons</b>	<b>11e</b> Abundant Student Writing and Authentic Academic Experience  <b>D. Howell</b>	<b>11f</b> Cognitive Development Approaches to Critical Thinking: Revisiting 20th Century Recommendations  <b>M.D. Cox</b>
10 min. transition						
4:50 p - 5:30 p	<b>12a</b> Empowering Online Learners by Correcting Attribution Bias  <b>A.J. Holton</b>	<b>12b</b> Teaching Students AI Prepares Them for Life Outside the University  <b>L. Meade</b>	<b>12c</b> Effective Techniques to Create Community in College Classrooms  <b>M. Beddow</b>		<b>12e</b> Literacy Practices That Matter Most for Every Child, Every Day!  <b>L. Staal</b>	<b>12f</b> Interdisciplinary Study Abroad Opportunities Facilitate Integrative Learning. A Humanistic STEM Experience  <b>D. Bourdeau</b>
15 min. transition						
5:45 p - 6:45 p	<b>13</b> <b>Poster Presentation Reception</b> Top of the Park					

## Poster Presentations

Poster Presentations	
13 A	A Freshman Seminar on Well-Being and University Navigation C. Kirby
13 B	An Examination of Student Perceptions of Faculty-Led Native American Research Experiences C. Johnson
13 C	Empowering Success: Strategies to Improve NPTE First-Time Pass Rates K. Reid and J. Dickson
13 D	Encouraging Faculty Learning Community Engagement Through Co-Facilitation K. Klocke
13 E	How to Create Rich Classroom Experiences: A Tale of an IPE Journey A. Schweitzer
13 F	Increasing Elementary Students' STEM Knowledge and Engagement Through the Question Formulation Technique (Q G. Zhang and J. Somers
13 G	Infusing Real-World Project Management Into University Curricula J. Lind
13 H	Relationship Between Impostor Phenomenon and Parenting Styles on Short-Term Learning S. P. da Silva
13 I	Spacing Out to Bring It All Together T. Retzlaff
13 J	Strategies to Build a Community of Learning in a Chemistry Course C. Patel
13 K	The Creation, Implementation, and Research of a University Mental Health Taskforce J. Hazelton et al.
13 L	They Don't Get It. We Have to Help Them Understand! L. Meade

Friday, October 11th

Friday October 11th, 2024						
7:30 a - 8:00 a	<b>Private Buffet Breakfast</b> Name Badge Required Grandview Ballroom					
8:15 a - 8:45 a	<b>14</b> <b>Roundtable Discussions</b> Grandview Ballroom					
10 min. transition						
Breakout Rooms	Boardman	Torch	Leelanau	Crystal	Minerva's Boardroom	Courtyard
9:00 a - 9:20 a	<b>15a</b> Using Virtual Reality to Enhance Business Communication Students' Public Speaking and Job Interview Skills  <b>M. Moreno</b>	<b>15b</b> Effect of Course Modality on Student Performance in Biological Science Sections  <b>M. Zhuang &amp; C. Kirby</b>	<b>15c</b> Integrating Visual Representations in Classrooms to Promote Critical Thinking  <b>C. Kelly</b>	<b>15d</b> A 5-Step Process for Maximizing Impact of Self-Managed Student Teams  <b>C. L. Kane</b>	<b>15e</b> Advancing Engineering Ethics Education Using Active Learning  <b>R. Muraleedharan et al.</b>	<b>15f</b> Effectively Connecting With Students to Enhance Learning  <b>G. Gui et al.</b>
10 min. transition						
9:30 a - 11:00 a	<b>Closing Plenary Address:</b>  <i>Using Generative AI to Engage Students and Promote Deep Learning</i>  <b>Todd Zakrajsek</b> Grandview Ballroom					

## Roundtable Discussions

Roundtable Discussions	
14 A	Comparing a Novice Teacher's and Students' Experiences Navigating Inquiry-Based Learning <i>N. Beltrano</i>
14 B	Effectively Teaching Internationally Using AI: Business Communication, Finance, Technology <i>B. Kozbial Ernst et al.</i>
14 C	Instructional Strategies to Support First-Generation Students who Experience Anxiety <i>L. Skeens</i>
14 D	Not a Rant: Assessing and Recovering From Classroom Failures <i>S. Nikkila and M. Assif</i>
14 E	Preparing Students for Professions Through Transitional Role Switching <i>G. Brynildsen &amp; J. Rediger</i>
14 F	Spanning the Divide for Childcare Providers in Online Professional Development <i>I. Everett</i>
14 G	Student Agency Versus Best Practices: Making the Ethical Choice <i>A. Barton</i>
14 H	Sustaining and Initiating Faculty Learning Communities (FLCs) <i>M. Cox</i>
14 I	Using Advanced Analytics to Understand and Improve Student Teamwork <i>B. Carpenter</i>
14 J	Using Check-Ins to Build Community in College Classrooms <i>S. Miller et al.</i>

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# Keynote Address



CONFERENCE PROGRAM



# THE SCIENCE OF HOW STUDENTS LEARN



**SHERI STOVER**  
WRIGHT STATE UNIVERSITY

Wednesday, October 9th

Keynote Address

4:15 PM - 5:15 PM

Grandview Ballroom

## ***The Science of How Students Learn***

**Key Statement:** Research shows that students frequently use ineffective learning strategies. Participants will learn how to design classes where students use effective learning to enhance long-term memory.

**Keywords:** Retrieval practice, Study habits, Learning retention

Many students use ineffective study habits, such as rereading their textbooks, which has limited learning benefits (Hartwig & Dunlosky, 2011). Students are poor judges of their knowledge levels because rereading their textbooks causes a fluency illusion, making the content seem familiar (Carey, 2014). Most students also report cramming for tests which has been shown to have short-term benefits, but is ineffective for long-term retention (Kornel, 2009). Dunlosky et al. (2013) found four strategies that have made a significant improvement in students' learning: (1) retrieval practice, (2) robust and immediate feedback, (3) spaced practice, and (4)



interleaving or mixing studying. This presentation will share the current research on how students learn. It will also provide instructors with strategies to design their classes, requiring students to adopt more effective study habits.

*Outcomes:*

1. Learn some of the ineffective studying strategies currently used by students.
2. Learn four strategies to design classes to significantly improve students' learning.
3. Learn examples of how to implement retrieval practice, robust feedback, spaced practice, and interleaving.



PEDAGOGY OF EMPOWERMENT:  
5 PRINCIPLES TO ACCELERATE  
MUTUALLY BENEFICIAL LEARNING



**Joe Packowski**  
Indiana University, Bloomington

Thursday  
October 10th, 2024  
Keynote Address

1:00 PM - 2:15 PM

Grandview Ballroom

***Pedagogy of Empowerment: 5 Principles to Accelerate Mutually Beneficial Learning***

**Key Statement:** From course map designs and annual reviews to scholarly research and student feedback systems, proactive infrastructure assessments can help stimulate learning and inclusive, purposeful fulfillment.

**Keywords:** Empowerment, Personal Development, Experiential Learning

Full circle empowerment. Infrastructure associated with planning for a course may include Universal Design for Learning, Course Map Design, or Transparency in Teaching and Learning. While these systems are viable considerations to best support our students, what other processes are available to help stimulate creativity,

foster mutually beneficial partnerships, and empower personal development – and not just for our students, but for us as staff, administrators, or educators? Core goals that many of us strive for can include helping our students apply their classroom experiences aligned to student learning outcomes and workplace preparedness. But what proactive development goals are available to us aligned to our own pedagogical principles, teaching theories, and career aspirations? In our conversation, we'll discuss proactive lead measures that are inspirational opportunities (from scholarly research, evidence-based insights, industry best practices, and risk mitigation tips) to help kindle personal growth strategies that are inclusive pathways to purposeful fulfillment.

*Outcomes:*

1. Understand / Self-Awareness: Participate and be able to interpret and paraphrase the importance of a true gap analysis (current to desired state) aligned to strengths-based or deficit-based personal goals.
2. Analyze / Research & Development: Isolate and be able to relate and articulate 2 of the 5 Principles To Accelerate Mutually Beneficial Learning that align with one's own personal career aspirations.
3. Create / Go To Market: Develop and write 2 Individual Development Plans (IDP's) for implementation consideration during one's next annual review with their supervisor/department chair inspired by our authenticity and insatiable quest for personal development through differentiation – strongly rooted in the success of our students.

# USING GENERATIVE AI TO ENGAGE STUDENTS AND PROMOTE DEEP LEARNING

**Todd Zakrajsek**  
UNC Chapel Hill



Friday

October 11, 2024

Closing Plenary Address

9:20 AM - 11:00 AM

Grandview Ballroom

## ***Using Generative AI to Engage Students and Promote Deep Learning***

**Key Statement:** This plenary addresses actionable strategies for leveraging GenAI to promote deep learning and also a better understanding as to when AI may impede students' educational journey.

**Keywords:** GenAI, Transformative, Learning

GenAI presents significant challenges and also significant educational opportunities. This session will focus on ways in which GenAI can bolster and deepen the educational experience. GenAI is not just another tool; it's a transformative opportunity to tailor learning experiences to each student's unique needs, opening new avenues to learning like never before. This plenary address will delve into actionable strategies for leveraging GenAI to enhance learning, ensuring

students see possible educational benefits and also better understand when it may impede their educational journey. Join me in reshaping the narrative, focusing on GenAI as a catalyst for deep learning and even more engaged teaching.

*Outcomes:*

1. Explain 3 core aspects of learning and how AI can be used to address those core areas.
2. Explain in which situations and why AI might impede critical thinking.
3. Integrate into a course at least one new AI assignment designed to deepen student learning.

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Wednesday  
October 9th, 2024  
**Daily Schedule**



CONFERENCE PROGRAM

Wednesday, October 9, 2024

Opening Plenary

1:30 PM - 2:15 PM

*Grandview Ballroom*

Todd Zakrajsek

University of North Carolina Chapel Hill

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Concurrent Session 1

2:30 PM - 3:10 PM

1a) *Boardman*

**Enhancing Your Message With Digital Innovations From Concept to Audience**

*Zachary Adams, Hope College*

**Key Statement:** Explore how digital innovations can refine and amplify your messages, guiding them from initial concept to captivate your intended audience effectively.

**Keywords:** Digitalization, Messaging, Audience Engagement

**Subthemes:** Instructional Methods

Technology in the Classroom

This session explores using AI to create impactful media advisories or written communication. Learn to leverage AI tools for faster content creation, while still maintaining professional standards. Gain practical skills to integrate AI into your teaching, saving time and captivating students with relevant, real-world communication.

*Outcomes:*

1. Apply AI tools and prompt engineering techniques to construct and refine AI output, demonstrating the integration of AI insights with professional communication standards in their teaching practices.
2. Critique AI-generated drafts and implement edits to enhance narrative flow and accuracy, using these processes to teach students the importance of critical editing skills and adherence to professional standards.
3. Generate and adapt detailed AI prompts that accurately convey the desired tone, style, format, and content, employing these strategies to prepare students for effective communication in a digital and AI-enhanced environment.

1b) Torch

### **Practical Persuasion Techniques for Overcoming Resistance to Active Learning Strategies**

*Krista Klocke, Iowa State University*

**Key Statement:** Come and learn two simple strategies of persuasion that can be applied to any communication context for reducing resistance to active learning strategies.

**Keywords:** Persuasion, Active Learning, Communication Strategies

**Subthemes:** Metacognition

Interactive Instruction

Active learning strategies are a well-documented means of increasing student participation and metacognitive engagement. However, there remains resistance to adoption of these strategies from instructors who prefer more “traditional” lecture-listen models and from students who perceive active learning as “busy-work.” In this presentation, I will present two models of persuasive organization strategies and provide time to apply and practice the techniques. Participants will walk away with two concrete strategies that can be applied in any communication context to overcome resistance, whether preparing lesson plans with increased engagement or as staff members in teaching and learning centers.

*Outcomes:*

1. Recognize areas of their own work where they can apply principles of persuasion.



2. Identify foundational persuasive concepts and patterns in an example.
3. Create a persuasive message using a simple persuasive pattern to structure their communication.

1c) Leelanau

### **AI Perception: Bridging the Gap With Interviewing Skills and AI**

*Donell Murray, Morehead State University*

**Key Statement:** Interviewing skills are crucial to a college student when reaching the job market in the future. Artificial intelligence can enhance these skills. Let's explore!

**Keywords:** Artificial Intelligence, Interviewing Skills, College Classroom

**Subthemes:** Indirect Instruction  
Interactive Instruction

Artificial Intelligence (AI) is taking higher education to a new level in the college classroom. With interviewing skills at the forefront of the job market, students need to know how to generate strong resumes, cover letters, and interviewing skills. In this presentation, I will discuss AI-powered tools for all aspects of the interviewing process. Also, the STAR method of situation, task, action, and result will be analyzed using mock interviews with the student's strengths and weaknesses. In studying this method, students can set the scene, describe the situation, talk about the steps, and share the outcomes.

*Outcomes:*

1. *Analyze the importance of a productive cover letter, resume, and interviewing skills for a student's future employment.*
2. Discover the newest tools for artificial intelligence that can be used in a college classroom.
3. *Explore the STAR method and how it applies to interviewing skills.*

1d) Crystal

### **Learning Bloom's With Customized Lessons on Padlet**

*Robin Spring, Grand Valley State University*

**Key Statement:** Climb Bloom's Taxonomy with customized assignments using Padlet, an online bulletin board. Padlet lessons can increase motivation using UDL, the Learning Process Model and AI.

**Keywords:** Bloom's Taxonomy, UDL, Technology in the Classroom

**Subthemes:** Technology in the Classroom  
UDL DEI

Motivate students with assignments using the free, online customizable platform, Padlet. Applying lessons, analyzing/evaluating relevant content, and creating interesting ideas encompass higher levels of Bloom's Taxonomy. Padlet's flexibility to format, collect, organize and present ideas in unique ways aligns with UDL principles. Participants will be introduced to various uses and view example assignments with student outcomes.

*Outcomes:*

1. Connect Bloom's Taxonomy and UDL to Padlet Technology.
2. Generate Padlet assignment ideas and outcomes.
3. Create a plan to integrate a Padlet assignment using the Learning Process Model.

1e) Minerva's Boardroom

### **Expanding DEI in the Gen Ed Classroom**

*Kathy Shaffer, The Pennsylvania State University - Shenango*

*Tammy Divens, The Pennsylvania State University - Shenango*

**Key Statement:** A semester-long study explored student response to DEI content in non-diversity, general education courses. Hear what we learned and recommend based on our findings.

**Keywords:** Diversity, Curriculum, SoTL

**Subthemes:** UDL DEI  
Course/Curriculum (Re)Design

Using James Banks' framework for multicultural education, eight professors representing different disciplines increased the diversity-based content of their general education or major courses. Then, we collected data from students on their opinions and perspectives about the lessons, ranging from a novel on Henrietta Lacks in a biology course, to cultural accommodations in occupational therapy. Drawing on

our experience and findings, our session will describe Banks' framework, offer discipline-specific examples of diversity and social justice content for non-diversity courses, and ask participants to brainstorm ways to centrally position DEI in their classrooms.

*Outcomes:*

1. Recognize the unique position of students entering college over the next several years.
2. Gain insight into topics that engage students versus those that prompt resistance.
3. Generate ideas for increasing diversity-based content in their gen ed courses.

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Concurrent Session 2

3:20 PM - 4:00 PM

2a ) Boardman

**Movement-Based Learning in the College Classroom**

*Suzanne F. Lindt, Midwestern State University*

*Stacia C. Miller, Midwestern State University*

*Christina Janise Wickard, Midwestern State University*

**Key Statement:** Classroom physical activity has been linked to students' improved attention, motivation, and academic gains. Join us to sample strategies for implementing classroom physical activity.

**Keywords:** Movement, College Classroom, Physically Active Learning

**Subthemes:** Instructional Skills

Interactive Instruction

Robust evidence supports the multitude of benefits of engaging students in classroom physical activity, as there has been research supporting enhanced cognition and academic performance, improved attention and on-task behaviors, and increased motivation, interest, and curiosity. To enhance the learning experience of students in higher education, professors must be prepared to engage students behaviorally, emotionally, physically, and cognitively. This practice session will offer

strategies for such engagement that use physical activity as a mechanism for learning preparedness and academic achievement.

*Outcomes:*

1. Explain the benefits of engaging students in active and interactive lessons.
2. Construct ways to diminish or overcome barriers to physically active lessons.
3. Create their ideas for implementing physical activity into their classrooms after participating in some sample activities.

2b) Torch

### **Building a Sense of Belonging in an Online Class**

*William Robertson, The University of Texas at El Paso*

*Sarah Robertson, The University of Texas at El Paso*

**Key Statement:** Using videos in online courses within a constructivist framework builds a sense of belonging that includes increased student agency, instructor presence and classroom community interactions.

**Keywords:** Constructivism, Instructor Presence, Humanizing Instruction

**Subthemes:** Teaching Online

Instructional Methods

One of the biggest challenges in an online course is ensuring students feel a connection to the instructor, and that there is a mentor guiding them through the course content. Instructor presence in an online course is crucial for students, so they do not feel overwhelmed or undirected as they engage and explore the course material. A proven method to interject a supportive instructor presence in an online course is with the use of videos. By integrating constructivism within video production, presentation and instruction, a viable community-based methodology can be facilitated in an integrative and purposeful structure.

*Outcomes:*

1. Have a greater understanding of the use of the 5Es of Constructivism in the context of building community in an online class.
2. Increased their knowledge in the various types and formats of videos in order to build a sense of belonging online.

3. Have a practical curriculum development model to follow for integrating video content within an online class.

2c) Leelanau

***Mastering Facilitation: Elevating Classroom Engagement for Deeper Learning***

*Nichole E. Moore, Grand Valley State University*

**Key Statement:** Facilitation is a powerful technique instructors use to help learners acquire, retain, and apply knowledge and skills engagingly and interactively.

**Keywords:** Facilitation, Engagement, Strategies

**Subthemes:** Instructional Skills

Interactive Instruction

Facilitation is a powerful technique instructors use to help learners acquire, retain, and apply knowledge and skills engagingly and interactively. This presentation will dive deeper into the core principles of effective facilitation, emphasizing the role of the instructor in guiding discussions, enhancing the learning experience, and providing actionable suggestions. By the end of this session, participants will be equipped with practical facilitation techniques, collaborative strategies, and a deeper understanding of the intent behind these methods, transforming their classroom sessions to enhance knowledge retention and application among learners.

Outcomes:

1. Gain insights into how the 7 Norms of Collaboration can be applied to create a cohesive and collaborative learning environment.
2. Recognize how the purpose of each strategy helps facilitators choose the appropriate method to achieve desired outcomes, ensuring that every action taken aligns with the overall educational goals.
3. Learn methods to introduce content to capture learners' interest and set the stage for active engagement and inquiry.

2d) Crystal

***Teaching Motivational Interviewing in Asynchronous Learning Environments***

*Christopher Rocchio, Chamberlain University*

**Key Statement:** Learn best practices for facilitating learning of Motivational Interviewing, an evidence-based behavior change counseling approach to facilitate conversations about change, in asynchronous learning environments.

**Keywords:** Online Learning, Motivational Interviewing, Asynchronous Learning Environment

**Subthemes:** Teaching Online  
Assessment

Ambivalence is normal and expected in most change processes (Miller & Rollnick, 2024). Ambivalence is wanting and not wanting something simultaneously or wanting two or more incompatible things. Motivational Interviewing (MI) is an evidence-based behavior change counseling approach to facilitate conversations about change and growth. It is a collaborative, person-centered, strengths-based method that accepts and respects people in their change process. MI promotes positive behavior change that aligns with an individual's values, priorities, preferences, and needs. In this workshop, participants will be introduced to best practices to teach MI in asynchronous learning environments.

Outcomes:

1. Describe at least two strategies to support learners in asynchronous online environments to identify and classify core skills used in Motivational Interviewing.
2. Summarize note taking techniques and coding to help learners with accurately identifying the application of skills
3. Outline at least two specific steps to support learners in developing personalized learning plans to increase their proficiency and use of MI core skills.

2e) Minerva's Boardroom

### ***Tools and Strategies to Transform Students' Narrative Identity***

*Heather Y. Z. St. Peters, Indiana Tech*

**Key Statement:** Educators can address students' faulty self-perceptions and beliefs, such as intellectual inadequacy or fear of rejection, through narrative identity work supported by reciprocal peer coaching.

**Keywords:** Identity, Coaching, Narratives

**Subthemes:** Experiential Learning

## Classroom Community/Culture

Narrative identity shapes students' self-perception and behavior. Students can change behavior that inhibits learning by intentionally exploring their narratives. Through self-reflection, critical thinking, and peer coaching, narrative identity work can foster positive behavioral changes, addressing sensitivities or misbeliefs such as intellectual inadequacy or fear of rejection. Original research demonstrates that narrative identity work, supported by reciprocal peer coaching, can adjust faulty narratives and address counterproductive thoughts and behavior. Participants will explore techniques and strategies for creating a supportive learning environment and gain practical tools to develop student identity by reflecting on and rewriting personal narratives.

### *Outcomes:*

1. Describe narrative identity, sensitivities that students experience, and narrative identity work.
2. Modify or integrate tools and techniques for narrative identity work.
3. Implement strategies for narrative identity work to improve students' faulty self-perception and counterproductive behavior.

2f) Courtyard

### ***Building Class Community Through Multimedia Resources, Virtual Reality, And Collaboration***

*Anna Divinsky, The Pennsylvania State University*

*Brendan Berthold, The Pennsylvania State University*

**Key Statement:** Art 10, an asynchronous online general education course at Penn State, fosters active learning and collaborations through the use of technology and multimedia resources.

**Keywords:** Community, Virtual Reality, Online Learning

**Subthemes:** Classroom Community/Culture

Course/Curriculum (Re)Design

Art 10: Introduction to Visual Studies, an asynchronous online general education course offered to a diverse group of students at Pennsylvania State University, fosters active learning through the use of technology and multimedia resources. Students utilize Spatial.io, a virtual reality platform, to share their in-progress artwork in virtual

art galleries, provide each other with peer feedback, and learn from one another. The course focuses on blending myriad contemporary and analog skills to guide students, encouraging them to contribute their own artwork and research to the course curriculum, resulting in an ever-evolving student-led course.

*Outcomes:*

1. Learn about the use of print, multimedia resources, and technology in Art 10: Introduction to Visual Studies.
2. Discover ways students can build community through peer feedback in Virtual Reality.
3. Identify specific transferability to your institution.

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Keynote Address  
4:15 PM - 5:30 PM

***The Science of How Students Learn***  
Sheri Stover, Wright State University  
Grandview Ballroom

**Key Statement:** Research shows that students frequently use ineffective learning strategies. Participants will learn how to design classes where students use effective learning to enhance long-term memory.

**Keywords:** Retrieval Practice, Study Habits, Learning Retention

Many students use ineffective study habits, such as rereading their textbooks, which has limited learning benefits (Hartwig & Dunlosky, 2011). Students are poor judges of their knowledge levels because rereading their textbooks causes a fluency illusion, making the content seem familiar (Carey, 2014). Most students also report cramming for tests which has been shown to have short-term benefits, but is ineffective for long-term retention (Kornel, 2009). Dunlosky et al. (2013) found four strategies that have made a significant improvement in students' learning: (1) retrieval practice, (2) robust and immediate feedback, (3) spaced practice, and (4) interleaving or mixing studying. This presentation will share the current research on



how students learn. It will also provide instructors with strategies to design their classes, requiring students to adopt more effective study habits.

*Outcomes:*

1. Learn some of the ineffective studying strategies currently used by students.
  2. Learn four strategies to design classes to significantly improve students' learning.
  3. Learn examples of how to implement retrieval practice, robust feedback, spaced practice, and interleaving.
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# LILLY CONFERENCES

ITLC | International Teaching  
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## Thursday October 10th, 2024 **Daily Schedule**



CONFERENCE PROGRAM

Thursday October 10, 2024

Concurrent Session 3

8:00 AM - 8:40 AM

3a) Boardman

***Advancing Alternative Grading towards Greater Inclusion and Accessibility***

*Janelle Wiess, University of Michigan-Flint*

**Key Statement:** Faculty interested in implementing alternative grading will gain practical and theoretical insight on strategies to employ while protecting efforts towards equity, inclusion, and accessibility.

**Keywords:** Grading/feedback, Assessment, UDL DEI

**Subthemes:** Grading/Ungrading/Providing Feedback to Students  
DEIB

Increasing numbers of faculty are interested in alternative grading methods to reduce inequity (Carillo 2021) and aid student learning (Blum 2020; Clark 2023). Still, alternative methods must be implemented carefully to avoid challenges that can make them less accessible and inclusive than traditional methods. This presentation will draw from reflections and evaluations from 10 ungraded courses and current scholarship to reveal issues that heighten inequities in alternative grading, such as anxiety, labor imbalances, and bias. Faculty interested in alternative assessments will gain practical and theoretical insight on strategies to employ to protect efforts towards equity, inclusion, and accessibility.

*Outcomes:*

1. Compare/contrast alternative grading strategies.
2. Assess key benefits and drawbacks of alternative grading related to accessibility, equity, and inclusion.
3. Generate strategies for implementing alternative grading while protecting efforts towards equity, inclusion, and accessibility.

3b) Torch

***The Power of Words: Building a Positive Learning Environment***

*Michael Pasquale, Cornerstone University*

*Brian Pickerd, Cornerstone University*

**Key Statement:** This workshop explores how intentional word choices in teaching can strengthen classroom community through storytelling, discussion, and hands-on activities.

**Keywords:** Belonging, Community, Connection

**Subthemes:** Classroom Community/Culture  
Instructional Methods

In our fast-paced world, it's easy to forget the power of our words. Unintentional communication can hinder classroom community and learning. This workshop focuses on practical strategies, both online and in-person, to harness the power of language. We'll explore how to craft effective assignment descriptions, feedback, and classroom discussions, along with online content, to build stronger relationships, a thriving community, and a more engaging learning environment.

*Outcomes:*

1. Recognize the Impact of Our Words: We'll explore how our word choices in all teaching and learning aspects significantly influence student experience.
2. Focus on Intentional Language: Identify key areas where intentional language can have the most positive impact on classroom dynamics.
3. Craft Powerful Communication: Develop actionable strategies to use your words to strengthen student belonging and engagement in your classroom.

3c) Leelanau

### ***Integrating Meta-Cognition to Help Student Learning***

*Ed Cunliff, University of Central Oklahoma*

*Kathlyn Smith, University of Central Oklahoma*

**Key Statement:** This session offers brief interventions that faculty can use to help students become better learners for the class and their future learning.

**Keywords:** Metacognition, Neuroscience of learning, Lifelong learning

**Subthemes:** Classroom Community/Culture  
Instructional Methods

The success of our students is a primary concern. How do we do that in an effective and efficient manner? Teaching metacognitive skills in small chunks can help students and not “take away” time from course content. Embedding learning skills within a course helps students with that particular course and for a life-time of learning. We will offer some specific meta-cognitive approaches that can be included in your course. We will also briefly discuss an applied research project on metacognition being undertaken with our Center for Neuroeducation and Embodied Learning.

Learn to help your students to be better lifelong learners.

*Outcomes:*

1. Identify three metacognitive strategies they can readily include in their classes
2. Recognize specific opportunities where they might insert these strategies
3. Identify some of their own metacognitive strategies they use in learning.

3d) Crystal

### ***Giving Students A Voice Through Immersive Library Fellowships***

*Melissa N. Mallon, Vanderbilt University*

**Key Statement:** Join us to learn how librarians and faculty collaborate to provide immersive, experiential library fellowships designed to amplify undergraduate student voices.

**Keywords:** Undergraduate Students, Experiential Learning, Library Fellowships

**Subthemes:** Experiential Learning

Fostering Student Practice

Undergraduates have many opportunities to participate in experiential learning, but how often do those experiences allow them to use their voices to create new content and contribute to a bigger conversation? This session describes an immersive library fellowship program where students work alongside librarian and faculty mentors to engage in experiential library projects. Projects involve curating online exhibitions, creating podcasts, contributing new research, and expanding data skills. This session explores the benefits of library fellowships in providing students agency while engaging in common intellectual experiences. Attendees will reflect and explore opportunities for librarian and faculty partnerships at their own institutions.

*Outcomes:*

1. Discuss benefits of collaborating with the library to create experiential learning opportunities for undergraduates.
2. Analyze a fellowship format as a method for advancing student agency in their learning.
3. Reflect on possibilities for partnerships with librarians at their institutions.

3e) Minerva's Boardroom

***Using Reflexive Thematic Analysis to Support Student Learning***

*Kathryn Christopher, Grand Valley State University*

*Catherine Molloseau, Grand Valley State University*

**Key Statement:** Student reflection has become a common assessment tool in higher education. Come learn how to use reflexive thematic analysis to better inform your instruction!

**Keywords:** Reflection, Student Success, Informed Instruction

**Subthemes:** Indirect Instruction

Instructional Methods

This session will explore the application of reflexive thematic analysis on student reflections in a first-year STEM course. Participants will learn how to systematically analyze reflective writing to uncover key themes that can inform and enhance teaching practices. Through hands-on activities, we will demonstrate the step-by-step process of coding and theme development, emphasizing reflexivity and researcher subjectivity. Attendees will gain practical skills to transform qualitative data into actionable insights, ultimately fostering a more responsive and effective teaching environment that addresses the needs and experiences of students.

*Outcomes:*

1. Using reflection to adapt to student needs.
2. Promoting student involvement and engagement through power sharing.
3. Learn how to use reflexive thematic analysis for your formative assessments.

3f) Courtyard

***Using Interprofessional Education to Enhance Student Learning***

**Key Statement:** Student learning is enhanced with appropriate interprofessional education opportunities. With this approach, students develop a deeper "big picture" view and can better operationalize in their intended workplace.

**Keywords:** Interprofessional Education, Enhanced Learning

**Subthemes:** Instructional Methods  
Course/Curriculum (Re)Design

Interprofessional education (IPE) involves collaborative learning experiences where students from multiple health professions learn with, from, and about each other to improve collaboration and quality of care. It fosters mutual respect, enhances understanding of various professional roles, and equips students with teamwork and communication skills essential for effective patient-centered care. IPE aims to break down professional silos, reducing errors and improving health outcomes. By engaging in IPE, future healthcare professionals develop a comprehensive understanding of interdisciplinary dynamics, preparing them to work in integrated, cohesive healthcare teams that prioritize patient safety and holistic treatment approaches. (Mohammed, C., Anand, R. & Saleena Ummer, V, 2021).

*Outcomes:*

1. Understand the concept of interprofessional education.
2. Describe ways in which interprofessional education can be incorporated into a discipline of study.
3. Create a framework which will demonstrate how interprofessional education can be incorporated into the participant's discipline.

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Concurrent Session 4

8:50 AM - 9:10 AM

4a) Boardman

**Using Interactive Experiences to Redefine Your Impact in the Classroom**

*Craig Cordell, Goosechase*

**Key Statement:** Discover how interactive experiences can engage students more deeply in your material, and with each other.

**Keywords:** Community, Technology, Experience

**Subthemes:** Classroom Community/Culture, Technology in the Classroom

This session will guide you through the SAMR methodology, showing you how interactive experiences can transform your classroom into a nest for innovation and excitement. Explore how combining technology with community can encourage students' independence, creativity, and sense of belonging, alongside improving their learning outcomes.

*Outcomes:*

1. Have a confident understanding of the SAMR methodology.
2. Understand how the model can be applied in their classroom to better engage students and encourage community.
3. Redefine lesson plans into interactive experiences with the 5 E's.

4b) Torch

### ***Using Generative AI to Promote Student Learning Through Engagement***

*Ray Francis, Central Michigan University*

**Key Statement:** Partnering with Generative AI to promote student learning. Explore the possibilities in inquiry-based and problem-based learning for tomorrow's innovators.

Come join us.

**Keywords:** Generative AI, Student Learning, Instructional Strategies

**Subthemes:** Interactive Instruction

Technology in the Classroom

Generative AI revolutionizes student learning by fostering creativity, critical thinking, and problem-solving skills. Through personalized experiences designed and facilitated by teachers, it adapts to diverse learning styles, enhancing engagement and comprehension. Generative AI augments traditional educational approaches, providing tailored feedback and guidance, empowering learners to explore, experiment, and innovate. Its adaptability fosters a dynamic learning ecosystem, preparing students for the evolving demands of the future workforce. By harnessing the power of Generative AI, educators unlock new avenues for student



empowerment and advancement, shaping tomorrow's leaders and innovators. Instructional strategies and teaching techniques will be shared.

*Outcomes:*

1. Develop an overall perspective for the current and potential relationship of Generative AI in the teaching and learning cycle,
2. Analyze strategies for incorporating Generative AI into their own personal knowledge-base of teaching and learning.
3. Articulate an understanding of several promises and pitfalls of Generative AI in the teaching and learning process.

4c) Leelanau

***Late Discovery: Student Experiences of High Ed Learning Disability Diagnoses***

*Margot Moffa, Eastern Michigan University*

**Key Statement:** I will explore the experiences of students diagnosed with learning disabilities in high school or college. Students continue to get missed, and since they remain unidentified, school becomes unnecessarily demanding.

**Keywords:** Learning Disabilities, Universal Design for Learning, Late Discovery

**Subthemes:** Instructional Methods

DEIB

In this presentation, I explore the experiences of students diagnosed with learning disabilities in high school or college. There is little data about these students' experiences. The problem is that students continue to get missed; since they remain unidentified, school becomes unnecessarily demanding for them. I aim to bring awareness to this problem in our education system. I interviewed individuals with late diagnoses and will present my findings and explore themes I found in the data while exploring the benefits of UDL (Universal Design for Learning).

*Outcomes:*

1. Learners will improve their understanding and interpretation of how Learning Disabilities affect their students.
2. Learners will develop practical skills to assist their students with learning disabilities.
3. Learners will actively participate in group activities, demonstrating improved collaboration and cooperation skills.

***Building Your Students' AI Toolbox for Research and Writing***

*Laura Roberts, Worcester Polytechnic Institute*

**Key Statement:** You didn't become an educator for the thrill of catching cheaters. Explore a new approach to promoting effective and ethical AI use in research and writing.

**Keywords:** AI, Research, Writing

**Subthemes:** Technology in the Classroom  
Course/Curriculum (Re)Design

This session will address the influx of AI tools available for research and writing and present the results of a comparative analysis reviewing the cost, use cases, features, reliability, data sources, and privacy policies of available AI tools. Examples of ways to promote effective and ethical use of AI in the classroom will be shared, as well as a summary infographic mapping AI tools to the stages of the writing and research process.

*Outcomes:*

1. Describe the benefits of using AI tools to assist with research and writing.
2. Apply strategies to promote ethical and effective use of AI in the classroom.
3. Adapt and implement practical tools to communicate to students expectations regarding effective and ethical use of AI in research and writing.

***Increasing Student Engagement Through Combined Interdisciplinary Units***

*Benjamin Kruid, Grand Rapids Public Museum High School*

**Key Statement:** Students value interdisciplinary learning. Projects spanning multiple disciplines increase engagement and value while reducing workloads, stress, and anxiety.

**Keywords:** Motivation, Evaluation, Planning

**Subthemes:** Grading/Ungrading/Providing Feedback to Students  
Course/Curriculum (Re)Design

Students are assigned large amounts of work in each of their classes. Workloads become daunting and unmotivating. Using Situated Expectancy Value Theory (SEVT), teachers can use their planning to increase student engagement and the value they place on learning tasks by partnering up on projects. Partnering up on projects (Pair Up) to create a multidisciplinary project that integrates interdisciplinary learning and reduces student and teacher workloads (Pare Down). In this session, I will use a case study project (Civil Rights Children's book) to explain how Pairing Up to Pare Down increases student motivation and value through the lens of SEVT.

*Outcomes:*

1. How to create interdisciplinary units with other teachers.
2. How interdisciplinary units assessed by projects can foster value and engagement in learning via SEVT.
3. How to more effectively use planning time.

4f) Courtyard

### ***Increasing Belonging with Students Through Classroom Rituals***

*Sarah Jean Baker, Missouri State University*

*Suzette Kelly-Williams, Missouri State University*

**Key Statement:** A sense of belonging is integral to student success in the classroom. The use of classroom rituals will be considered for increasing students' feelings of belonging.

**Keywords:** Belonging, Classroom Community, Classroom Culture

**Subthemes:** Classroom Community/Culture,  
Instructional Skills

A sense of belonging is integral to student success in the classroom. The use of classroom rituals will be considered for increasing students' feelings of belonging. This session explores the vital link between a sense of belonging and student success within the classroom environment. Focusing on the implementation of classroom rituals, the session will investigate the potential of classroom rituals to enhance students' feelings of belonging. Actionable strategies for fostering inclusive learning

environments where every student feels valued and connected will be discussed. This session is for educators committed to promoting student success through the cultivation of belongingness.

*Outcomes:*

1. Understand the significance of a sense of belonging in driving student success within the classroom environment.
2. Identify the role of classroom rituals in enhancing students' feelings of belonging and their potential impact on student engagement, motivation, and academic achievement.
3. Acquire actionable strategies for implementing effective classroom rituals to foster inclusive learning environments that promote student success through the cultivation of belongingness.

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## Concurrent Session 5

9:20 AM - 9:40 AM

5a) Boardman

### ***Equitable Teaching Strategies for Clinical Competence***

*Kim Calvert, University of Wisconsin - Oshkosh*

*Nahal Rahmanpanah, University of Wisconsin - Oshkosh*

**Key Statement:** This project examined the difference in competency evaluations of family nurse practitioner and athletic training students who received virtual versus in person pre-briefing before simulation.

**Keywords:** Competency Based Education, Simulation, Student Evaluation

**Subthemes:** Assessment

Instructional Methods

Family nurse practitioner (FNP) and athletic training (AT) accreditation standards require assessment of clinical competence. This project examined the effect of

different teaching strategies on student competence, self-efficacy and satisfaction between groups who received virtual versus in person pre-briefing prior to participation in a hands-on simulation.

FNP and AT students were assigned one method of pre-brief, followed by a standardized, hands-on simulation. Virtual pre-briefing resulted in higher competency scores while hands- on pre-briefing had higher self-efficacy scores. This presentation will discuss the methods, strengths, challenges, and recommendations related to the project implementation and implications for future use.

*Outcomes:*

1. Describe strengths and challenges related to competency based evaluations.
2. Examine methods for implementation of competency based evaluations.
3. Identify implications for future curriculum modifications.

5b) Torch

***Practical Pedagogical Responses to Generative AI***

*James K. Huggins, Kettering University*

**Key Statement:** We catalog different ways teachers can respond to generative AI in course design, ranging from total rejection to total acceptance.

**Keywords:** Generative AI, Pedagogy, Course Design

**Subthemes:** Course/Curriculum (Re)Design  
Technology in the Classroom

The recent explosion of generative AI tools presents challenges and opportunities to teachers, as these tools become powerful enough to complete some traditional assessments without student engagement. The varying skills of these tools in different domains make "one size fits all" responses unwise. We catalog different ways teachers can respond to generative AI in course design, ranging from total rejection to total acceptance. In doing so, we consider the purpose of the assessments we choose to include in our courses.

*Outcomes:*

1. Identify what concerns generative AI presents for their own courses.

2. Identify possible changes they could make to their courses to address their self-identified concerns.
3. Identify the pedagogical purposes served by assessments they choose to use in their courses.

5c) Leelanau

### ***Building Cognitive Endurance in Distracted College Classrooms***

*William Sonnega, St. Olaf College*

**Key Statement:** Sustained, effortful thinking, even when devoid of subject content, is a powerful form of human capital. How can we promote this in distracted college classrooms?

**Keywords:** Cognitive Endurance, Smartphones, College Students

**Subthemes:** Classroom Community/Culture  
Metacognition

The barriers to paying attention in college classrooms today are well known, as students commonly use laptops and phones for academic and personal purposes during class. However, research has shown that cognitive endurance—the ability to sustain effortful mental activity for a continuous period of time—is a form of human capital, and that distracted, multitasking environments hinder its development. Further, many faculty observe that students are aware of this, with a growing number yearning for the “elusive experience of uninterrupted thought.” Even as our pedagogies become more dependent on technologies, how can we un-distract the classroom to build cognitive endurance?

*Outcomes:*

1. Describe cognitive endurance in the context of teaching and learning and how it serves as an important form of human capital.
2. Analyze the extent to which smartphone use in classroom environments hinders the development of cognitive endurance, health and wellbeing.
3. Create a plan for a class session that foregrounds cognitive endurance as a form of human capital.

5d) Crystal

### ***Utilization of Team Based Learning in Course Redesign***

*Amanda Trimble, Texas A&M University*

**Key Statement:** Highlights the benefits of utilizing TBL in the medical education curriculum, the challenges experienced with course development, and the impact experienced.

**Keywords:** Team Based Learning, Critical Thinking, Cased Based Learning

**Subthemes:** Course/Curriculum (Re)Design  
Instructional Methods

In 2023, an elective course at Texas A&M CVM was redesigned from being lecture-based to utilizing small group and case-based learning exclusively. TBL is an evidence-based, active learning strategy designed to transform the traditional classroom experience into a dynamic and engaging environment (Caliendo 2023). Our goal of using TBL in this course was to prepare learners for clinics utilizing scenarios frequently encountered in practice and have them be able to apply interpersonal skills to clinical reasoning ones. The session highlights the benefits of TBL, challenges of course development, and the impact the changes have had on students and faculty.

*Outcomes:*

1. Compare and contrast the benefits of team-based learning to more traditional teaching methods.
2. Summarize the challenges experienced by both the learners and facilitators during a course redesign and development.
3. Appreciate the impact that small group and case-based learning has on the professional development of both students and educators.

5e) Minerva's Boardroom

### **Supervision Strategies for Promoting Critical Thinking Skills of Student Interns**

*Ann Lichliter, Winona State University*

*Jay Palmer, Winona State University*

**Key Statement:** This presentation will provide faculty working with interns the tools to promote student's critical thinking skills by exploring insight strategies, and cognitive apprenticeship methods.

**Keywords:** Internships, Supervision, Critical Thinking

**Subthemes:** Indirect Instruction

## Metacognition

Faculty are responsible for helping interns develop knowledge, skills, and personal insights to be effective in the field. This is critical as individuals often overestimate their self-awareness (Eurich, 2018). This presentation will provide faculty with tools to promote the intern's critical thinking skills by exploring insight strategies, and cognitive apprenticeship methods.

### *Outcomes:*

1. Discuss challenges to developing self-awareness and skill building.
2. Identify tools for improving interns' self-awareness.
3. Identify how to use cognitive apprenticeship strategies in the field and/or during seminar classes.

5f) Courtyard

## ***Fostering an Inclusive Environment When DEI Curriculum is Banned***

*Nicole St. Germaine, Angelo State University*

**Key Statement:** An inclusive classroom environment benefits everyone, but DEI bans make that difficult. How can we continue to foster inclusivity when DEI programs are Banned?

**Keywords:** DEI, accessibility, classroom culture

**Subthemes:** UDL DEI,  
Classroom Community/Culture

As of May 2024, 10 states have implemented restrictions on diversity, equity, and inclusion (DEI) programs (Alfonseca, 2024). These policies vary widely depending on the state. Texas, for example, has banned DEI offices at universities altogether (Rodrigues, 2023). These bans have a profound impact on faculty, who are left unsure of what the DEI ban covers in the classroom, and of how to build an inclusive classroom or teach subject matter that touches on DEI topics without violating state law (Zeeble, 2024). This session explores and discusses strategies for building inclusive classrooms in a charged political environment.

### *Outcomes:*

1. Learn how anti-DEI policies has affected educators in affected states.



2. Explore ways to nourish an inclusive classroom environment.
3. Create ways to teach DEI topics in a charged political environment.

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## Concurrent Session 6

10:00 AM - 10:40 AM

6a) Boardman

### ***Strategies for Creating Classroom Community for Day One and Beyond***

*Karen Widger Caldwell, University of Michigan-Flint*

**Key Statement:** In this session, participants will enact and reflect on classroom-tested strategies for building classroom community in higher education classes.

**Keywords:** Community, Belonging, Success

**Subthemes:** Classroom Community/Culture  
Instructional Skills

This session will focus on strategies that can be implemented in higher education to build classroom community. Two strategies included in this session are identity webs (Ahmed, 2018) and Where I'm From poems (Lyon, 1993). Identity webs allow the creator to reflect on their own layered identities and how they fit into their learning community. Where I'm From poems allow the creator to reflect on and share how place has shaped their identities, allowing students to think about who they are and their multi-layered connections to others. Strategies to continue building classroom community throughout the semester will also be shared.

*Outcomes:*

1. Learn and enact two classroom-tested strategies for initial community building.
2. Explore additional strategies for ongoing community building.
3. Reflect on how they might incorporate strategies shared in the session in future classes they teach.

6b) Torch

## ***Responding to Student Burnout with Compassion A Mindful Approach***

*Caryn Wells, Oakland University*

**Key Statement:** Academic success is hindered when students experience burnout. Please attend this session to learn about burnout and evidence-based strategies to support students and their professors.

**Keywords:** Burnout, Self-Care, Growth Mindset

**Subthemes:** Resiliency/Self-Care/Mindfulness

Students attending higher education courses are engaged in conditions that their professors did not encounter at that age: COVID, active shooter drills, lockdowns, and trauma related to those issues. This presentation will deal with burnout, explaining how anxiety may be a factor. University professors may also be experiencing burnout, feeling emotional exhaustion, cynicism, or a sense of inefficiency. This session will review signals of student or professor burnout and share evidence-based strategies for addressing these issues, focusing on non-judgment, understanding, and compassion. There will be a brief, voluntary mindfulness practice that features self-compassion.

*Outcomes:*

1. Understand the factors that contribute to burnout for students and their instructors.
2. Know the evidence-based strategies that may interrupt a cycle of burnout.
3. Realize the importance of compassion and self-compassion for people experiencing burnout.

6c) Leelanau

## ***Fostering Inclusivity and Relationality in the Classroom Through Technology***

*Benjamin Ale-Ebrahim, Indiana University, Bloomington*

*Michelle Powell - Indiana University, Bloomington*

*Shannon Winston - Indiana University, Bloomington*

**Key Statement:** Our session explores how technology can be leveraged to increase engagement and student-centered, relational learning. Come join us!

**Keywords:** Inclusivity, relationality, technology

**Subthemes:** Technology in the Classroom

UDL DEI

Our session explores how technology can be leveraged to increase engagement and student-centered, relational learning. In three interactive presentations, we will explore: 1) the ethics of ChatGPT in helping students conduct research and challenge assumptions. 2) multi-modal ways to engage students who might be more reserved in group dynamics due to differing modes of processing and sharing information—in particular, international, and introverted students. 3) Video clips and other multimodal ways of introducing students to prompts in order to increase comprehension and engagement.

*Outcomes:*

1. Analyze strategies and technologies from the session that can help increase student engagement.
2. Create a plan to make small courses changes to foster students' reflective decision making.
3. Assess which technologies and DEIB/UDL activities can foster belonging and inclusion in their own classrooms.

6e) Minerva's Boardroom

***What Learners Teach Us About Well-Being and Academic Success***

*Sérgio P. da Silva, Cornerstone University*

**Key Statement:** I will present a strategy to teach undergraduate students into conducting research. I will further present the results of their research findings on students' well-being.

**Keywords:** Student Well-Being, Student-Led Research, Academic Success

**Subthemes:** Metacognition

Instructional Methods

Scholarship on learning and teaching tends to focus disproportionately on the importance of teaching methods to the detriment of the development of college students as whole persons. In my presentation, I will first describe a method of teaching undergraduate students to conduct research. Then I will present the results to research studies conducted by students who learned under this method on topics

related to student well-being and learning. These studies include themes such as psychosocial factors explaining academic performance, self-efficacy, anxiety, impostor phenomenon, and others.

*Outcomes:*

1. Summarize the method presented to teach students to conduct research.
2. Describe the results of at least one study explaining the relationship between academic performance and well-being.
3. Articulate the application of the results from at least one of the presented studies to a teaching practice.

6f) Courtyard

### ***Combating Hate Through Genocide Studies***

*Victor Piercey, Ferris State University*

*Tracy Busch, Ferris State University*

*Mari Kermit-Canfield, Ferris State University*

*Michael Berghoef, Ferris State University*

**Key Statement:** We integrated genocide survivor testimonies into our classroom and campus cultures to educate students about the consequences of hate and the importance of empathy.

**Keywords:** Genocide studies, Interdisciplinarity, Diversity/Inclusion/Equity/Justice

**Subthemes:** Experiential Learning

Indirect Instruction

Genocide studies is an interdisciplinary space that lends itself to classroom integration across diverse subjects. On our campus, we focused on using genocide survivor testimonies to build students' capacities for empathy and combat hate. We have integrated these narratives in courses in areas as diverse as mathematics, history, communications, and social work.

In this presentation, we will describe examples from our classroom teaching as well as campus-wide events. Our hope is that this presentation will spark ideas that participants can continue discussing during the remainder of the conference and bring back to their institutions for continued development and implementation.

*Outcomes:*

1. Describe the value of integrating genocide studies in their academic environment.

2. Describe one way genocide studies could be integrated into either their class or another participant's class.
3. Describe a campus-wide event revolving around genocide studies.

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## Concurrent Session 7

10:50 AM - 11:30 AM

7a) Boardman

### ***Mitigating Racial Representational Inequities in Education Through UDI and DEI***

*Carolyn Reid-Brown, Commonwealth University - Bloomsburg*

*Rachel Poley, Commonwealth University - Bloomsburg*

*Emily LaCoe, Commonwealth University - Bloomsburg*

**Key Statement:** This presentation examines the impact of racial representational inequities in Pennsylvania's education system and explores mitigation of these disparities through UDI within a DEI framework.

**Keywords:** Racial representational inequities. Universal Design of Inclusion, Student outcomes and well-being

**Subthemes:** UDL DEI

Classroom Community/Culture

This presentation examines the current state of racial representation inequities in educational settings (K-12 and higher ed) in Pennsylvania, highlighting the impact on student outcomes and well-being. We explore the critical role of classroom teachers and higher education institutions in perpetrating and perpetuating these disparities. Central to our discussion is enhancing classroom community and culture through Universal Design of Inclusion (UDI) within a DEI framework. Practical steps to mitigate these disparities will be outlined, and we will share the firsthand experience of how pre-service teachers at a state university are being prepared to address these issues in practice.

*Outcomes:*

1. Identify Racial Inequities: Participants will be able to identify specific racial representation inequities in K-12 and higher education settings in Pennsylvania and understand their impact on student outcomes and well-being.
2. Implement UDI within DEI: Participants will learn how to enhance classroom community and culture by integrating Universal Design of Inclusion (UDI) principles within a Diversity, Equity, and Inclusion (DEI) framework.
3. Apply Mitigation Strategies: Participants will acquire practical steps and strategies to mitigate racial inequities, informed by firsthand experiences of how pre-service teachers are being prepared to address these issues in practice.

7b) Torch

***Friend, Frenemy, Foe, or Faust—Education's Dance with Artificial Intelligence***

*Matthew Roberts, Grand Valley State University*

**Key Statement:** Artificial intelligence poses unique professional and personal challenges for faculty. This session provides principles for navigating the minefield of AI in education.

**Keywords:** Artificial Intelligence; Pedagogy; Community of Inquiry

**Subthemes:** Technology in the Classroom  
Classroom Community/Culture

In less than two years, generative artificial intelligence has become, arguably, the number one topic in both technology and education circles. Unfortunately most of these conversations revolve around hype or knee-jerk reactions. This session will examine common concerns about generative AI but will focus on the unique challenges the technology poses for academics. Faculty have responsibilities to safeguard the learning process, prepare learners for their future lives and careers, but also to model critical thinking and uphold the value of their content and pedagogical knowledge. This session offers a balanced but constructive way to navigate these competing challenges.

*Outcomes:*

1. Participants will be able to describe the basics of how generative artificial intelligence operates.

2. Participants will be able to explain the practical and ethical issues involved in using generative artificial intelligence.
3. Participants will be able to construct an initial plan for how they and their students should use AI in their courses.

7c) Leelanau

### ***Inclusive Assessment for Student Learning & Empowerment***

LJ Varghese, University of Alaska Fairbanks

**Key Statement:** Use "Ungrading," Universal Design for Learning, and more to create inclusive assessments and empower students to take an active role in their learning.

Resources included!

**Keywords:** Universal Design for Learning, Ungrading, Inclusive Assessments

**Subthemes:** Assessment

Grading/Ungrading/Providing Feedback to Students

Though grading and quantitative assessments of learning seem to be an intrinsic aspect of education, research shows that traditional grading doesn't improve — and often hinders — learning. This interactive session will introduce concepts, strategies, and examples from Universal Design for Learning, "Ungrading," TILT (Transparency in Learning & Teaching) & other frameworks to consider how to create inclusive learning assessments that encourage students to be active co-creators of their learning experience. Participants will be invited to consider how they might implement these strategies into existing courses or assessments, and will leave with a list of resources and tools for further exploration.

Outcomes:

1. Analyze the frameworks of "Ungrading," Universal Design for Learning, and TILT (Transparency in Teaching & Learning) to understand how they can be used to create inclusive assessments.
2. Create a plan to rework (part of) an existing course or individual assessment to be more inclusive.
3. Assess other tools and resources to further explore as options to use or adapt in their teaching or course development work.

7d) Crystal

***Finding Our Way: A Path Towards Decolonization In Higher Education***

*Natalie Beltrano, University of Windsor*

*Ashlyne O'Neil, University of Windsor*

*Kaye Johnson, University of Windsor*

*Jaimie Kechego, University of Windsor*

**Key Statement:** In trying to make changes in teaching and learning, we lost our way. From theory to practice, we lost the centering race to challenge inequities.

**Keywords:** Praxis, Education Development, Decolonization

**Subthemes:** Resiliency/Self-Care/Mindfulness

UDL DEI

It began as a framework towards decolonization; a student-centered model to create change in higher education through teacher-student relationships. In our efforts to operationalize our definitions, locate ourselves in theory, and ensure accessible application of the framework, we lost our way. Given our unique experiences and intersecting identities, we saw the framework and the ways in which it could be applied, differently. Through critical self-reflections and discourse, we will share how we have learned from this collaboration, why we have chosen to centre race, and the barriers often faced when attempting to implement transformational change. These are our stories.

*Outcomes:*

1. Define and apply critical self-reflection and action (praxis) in higher education to make changes in their context of teaching and learning.
2. Identify opportunities to apply a race-based lens in teaching and learning.
3. Examine their own assumptions about what it means to work towards decolonization in higher education, acknowledging the complexity of these efforts.

***Graduate Students' Affective Responses to Ungrading***

*Paul E. Bylsma, Grand Valley State University*



**Key Statement:** Grades are "sticky objects" - grades attract and collect affective attention and investment. But what are students' affective responses to reimagined assessment via ungrading?

**Keywords:** Ungrading, Student Perceptions, Affect and Emotion

**Subthemes:** Grading/Ungrading/Providing Feedback to Students  
Assessment (formative/summative/program)

Ungrading has received substantial attention. Grades and grading have been documented as emotional experiences, while students' experiences in an ungraded classroom have also garnered attention. What, however, are graduate students' affective (e.g., emotional) responses to ungrading? How do graduate students perceive ungrading's role in supporting or hindering their learning? This presentation reports on an IRB-approved study that documented students' affective responses to ungrading over a single academic term. During this presentation, I will interactively share the study's methods, findings, and implications. We will grapple with recognizing emotion as a valid epistemology to better understand, facilitate, and assess students' learning.

*Outcomes:*

1. Debate the value of utilizing emotion as a valid way of evaluating teaching practices.
2. Assess ungrading's effectiveness as an assessment instrument.
3. Adapt this study's findings to their own context, including students and assessment practices.

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## Concurrent Session 8

11:40 AM - 12:00 PM

8a) Boardman

***Transforming Curriculum and Assessment in the Era of AI as Educators***

*Hala Sun, Michigan State University*

**Key Statement:** I will share how educators can work with and around our traditional curriculum and assessment and still co-exist with generative AI across various disciplines.

**Keywords:** Generative AI, Assessment, Curriculum

**Subthemes:** Technology in the Classroom  
Assessment

In this presentation, I explore how educators have taken agency and navigated through the transition as a result of generative AI tool (e.g., ChatGPT) emergence and utilization in classroom settings. Specifically, this session focuses on the curricular and assessment demands educators have faced in this AI-driven era, and the practical adjustments educators have made in their teaching practices. In this presentation, I will also share how educators can work with and around our traditional assessment and still co-exist with generative AI across various disciplines. Sample lesson plans, activities, and assessment ideas integrating generative AI will be shared via handout.

*Outcomes:*

1. Explore educators' current needs and challenges educators are facing within their own disciplines due to the advancement of AI.
2. Engage by applying a unique framework to examine where educators are in terms of teacher readiness and willingness to make AI-driven curricular and assessment transitions.
3. Learn practical ideas for assessment and curriculum design.

8b) Torch

### ***A Literature Review of Questioning Strategies in Classrooms***

*Gaoming Zhang, University of Indianapolis*

*John Somers, University of Indianapolis*

**Key Statement:** Researchers conducted a comprehensive literature review of questioning strategies that have been used in K-12 classrooms. Results of using these strategies will be discussed in the presentation.

**Keywords:** Engagement, Literature Review, Critical Thinking

**Subthemes:** Instructional Methods  
Interactive Instruction

Asking questions is an important way for students to share their thoughts, stimulate discussion and to promote their critical thinking. However, students are not always equipped with the knowledge and skills of asking high-quality questions. Researchers conducted a comprehensive literature review of questioning strategies that have been used in K-12 classrooms. Results of using these strategies will be discussed in the presentation.

*Outcomes:*

1. Understand the value of promoting students' skills and experiences of asking questions in their learning.
2. Learn a variety of questioning strategies that have been employed in K-12 classroom.
3. Learn what research has to say about the effect of questioning strategies on student learning.

8c) Leelanau

***Does Review Modality Matter? Strategies For Effective Exam Preparation***

*Darien Hall, Grand Canyon University*

*Stephanie Stang, Grand Canyon University*

**Key Statement:** Join us to explore how modality of exam preparation can influence student outcomes, perceptions, and engagement in large gateway STEM classes.

**Keywords:** Student Success, Material Retention, Engagement

**Subthemes:** Assessment

Instructional Methods

First-semester freshmen often face significant challenges in gateway STEM courses, which can impact their academic success and likelihood of matriculation. In recent years many educators have turned toward utilizing audience response systems and other e-tools to increase engagement, however many still give exams via traditional paper and pen. This investigation examines how the modality of an exam review influences student outcomes and perception. Our analysis focused on student exam performance, alongside their perceptions of readiness and self-assessed performance. By identifying effective review methods, we aim to determine strategies to optimize preparation and improve educational outcomes.

*Outcomes:*

1. Describe the struggles first-year students face in gateway STEM classes.
2. Analyze how exam review modality influences student outcomes.
3. Use data-driven decision making to form practical strategies to help students prepare effectively for exams, ultimately improving overall educational outcomes.

8d) Crystal

### ***Synergizing Online Modalities to Support and Engage Adult Learners***

Amy Correia, University of Rhode Island

**Key Statement:** Blending the benefits of synchronous and asynchronous online instruction allowed full-time working professionals to meaningfully engage in graduate-level coursework.

**Keywords:** Online, andragogy, instructional design

**Subthemes:** Course/Curriculum (Re)Design

Online; Hybrid; Hyflex Instruction

Working professionals need access to graduate-level coursework that will support their unique, adult learner needs. Blending synchronous and asynchronous online instruction has allowed four cohorts of practicing school administrators to participate in flexible, engaging, and rigorous coursework on multilingual learner education. The faculty member used Regional Educational Laboratory West (2019) Inquiry Cycles to continuously improve instruction and assessment. Participants (n=42) provided overwhelmingly positive feedback on the bridges between modalities, protocols that built community, and assignments that were relevant to practice. This session will discuss how to synergize modalities to increase inclusivity and engage adult learners.

*Outcomes:*

1. Evaluate instructional modalities and protocols for adult learners
2. Deliberate how Regional Educational Laboratory West (2019) Inquiry Cycles can be used to improve instruction and assessment
3. Discuss how to apply the aspects of this course design to their respective context.

### ***Teaching Genre Identification to Enhance Critical Reading and Academic Writing***

*Cynthia Miecznikowski, University of North Carolina at Pembroke*

**Key Statement:** If we want students to do secondary research--or even complete assigned readings in required textbooks, we need to teach--empower--them to do so.

**Keywords:** Critical Reading, Genre Awareness, Academic Writing

**Subthemes:** Fostering Student Practice  
Instructional Methods

Spending class time on reading both common and student-selected academic and informational texts, I have sometimes felt I am wasting time my First-Year Writing students should spend writing. From their conversations and questions in classes as well as their writing about information from sources, however, I have learned that time spent on slow reading for comprehension and teaching genre as a set of expectations is time well spent. If we want college students not simply to follow format (rather than resist doing so) but to apply genre conventions rhetorically, we need to teach genre distinctions and why they matter.

*Outcomes:*

1. Identify genre as a threshold concept for twentieth-century college students.
2. Learn strategies for enhancing students' reading strategies using genre distinctions.
3. Integrate strategies to support reading and responding to texts in GenEd courses.

8f) Courtyard

### ***I Can't Draw! Using AI to Visually Engage Students***

*Mark Wireman, Grand Canyon University*

**Key Statement:** Generative AI can be useful in engaging students. This session will demonstrate using AI to create images for an introductory activity to promote student

engagement.

**Keywords:** Artificial Intelligence, Student Engagement, Visual Learning

**Subthemes:** Technology in the Classroom  
Instructional Skills

When learners create, they are more engaged and gain more understanding. Generative AI can be a helpful tool for engaging students through a guided introductory icebreaker activity to promote student interaction and expectations. An introductory activity utilizing generative AI to create images will be demonstrated with audience members playing the role of the students. This interactive activity is designed to promote student engagement and to increase student learning. We will discuss the benefits and challenges of utilizing a generative AI activity, student feedback on the activity, and how to implement the introduced AI activity in the instructors' own classes.

*Outcomes:*

1. Use a generative AI tool to create images for an introductory class activity.
2. Discuss the effectiveness of using generative AI to generate images for student engagement and learning.
3. Create ideas for implementing generative AI activities for their own class.

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Keynote Address

1:00 PM - 2:15 PM

Grandview Ballroom

***Pedagogy of Empowerment:***

***5 Principles to Accelerate Mutually Beneficial Learning***

Joe Packowski, Indiana University

**Key Statement:** From course map designs and annual reviews to scholarly research and student feedback systems, proactive infrastructure assessments can help stimulate learning and inclusive, purposeful fulfillment.

**Keywords:** Empowerment, Personal Development, Experiential Learning

Full circle empowerment. Infrastructure associated with planning for a course may include Universal Design for Learning, Course Map Design, or Transparency in

Teaching and Learning. While these systems are viable considerations to best support our students, what other processes are available to help stimulate creativity, foster mutually beneficial partnerships, and empower personal development – and not just for our students, but for us as staff, administrators, or educators?

Core goals that many of us strive for can include helping our students apply their classroom experiences aligned to student learning outcomes and workplace preparedness. But what proactive development goals are available to us aligned to our own pedagogical principles, teaching theories, and career aspirations? In our conversation, we'll discuss proactive lead measures that are inspirational opportunities (from scholarly research, evidence-based insights, industry best practices, and risk mitigation tips) to help kindle personal growth strategies that are inclusive pathways to purposeful fulfillment.

Outcomes:

1. Understand / Self-Awareness: Participate and be able to interpret and paraphrase the importance of a true gap analysis (current to desired state) aligned to strengths-based or deficit-based personal goals.
2. Analyze / Research & Development: Isolate and be able to relate and articulate 2 of the 5 Principles To Accelerate Mutually Beneficial Learning that align with one's own personal career aspirations.
3. Create / Go To Market: Develop and write 2 Individual Development Plans (IDP's) for implementation consideration during one's next annual review with their supervisor/department chair inspired by our authenticity and insatiable quest for personal development through differentiation – strongly rooted in the success of our students.

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## Concurrent Session 9

2:30 PM - 3:10 PM

9a) Boardman

***Automating and Informing Formative, Summative, and Program Evaluation With One Web-Based and Mobile App***

*Ann Chapleau, Western Michigan University*

*Jennifer Harrison, Western Michigan University*

**Key Statement:** Technology tools can facilitate student engagement, well-being, and academic success. Learn a new way to envision and promote student success in this interactive tech demo.

**Keywords:** Assessment, Technology, Student Engagement

**Subthemes:** Assessment

Technology in the Classroom

The challenges to student success are as numerous as the varied strategies employed to support students and track outcomes. However, outcomes remain poor with low retention and graduation rates, unmet mental health needs, and academic inequities. Academic researchers developed a web-based and mobile app to streamline options to continually engage and support students in their classroom, career, and personal health and wellness goals, with customizable and automated analytics. In this interactive tech demo, presenters will review their study findings of Goal Scaling Solutions and demonstrate how to use a new technology to support student success while providing meaningful assessment data.

*Outcomes:*

1. Describe the challenges and opportunities experienced in supporting student success.
2. Learn how to integrate a new technology to engage and motivate students in achieving their classroom, co-curricular, and health and wellness goals.
3. Evaluate the role of technology in automating formative, summative, and program evaluation.

9b) Torch

### ***Teaching with Story***

*Kyle Heys, Calvin University*

**Key Statement:** Attention is limited. Stories light up our brains. Effective educators can integrate narrative in various ways to encourage student engagement, learning, and success.

**Keywords:** Narrative, Pedagogy, Engagement

**Subthemes:** Instructional Methods

Experiential Learning



Student attention span is limited. Yet, effective educators can pull students in with what cognitive scientists refer to as a “preferential mode of engagement” or telling stories. We have a particular ability as humans to listen to stories and it seems to bypass our normal attention limits. This interactive session will explore the theory of using stories in the classroom, course outlines in narrative form, and model good story integration.

*Outcomes:*

1. Articulate the theory behind using story in the classroom.
2. Identify practical places narrative could support student learning in their classroom.
3. Tell a story they can integrate into an upcoming teaching engagement.

9c) Leelanau

***A Case for Administering Compassionate Leadership in The Classroom***

*Scott N. Warner, Northwood University*

**Key Statement:** College students continually face new challenges that negatively impact their well-being. They require academics to administer compassionate leadership in the classroom to address these new realities.

**Keywords:** Compassionate Leadership, Classroom Dynamics, Student Well-being

**Subthemes:** Classroom Community/Culture

Resiliency/Self-Care/Mindfulness

College students face a multitude of new-lived life events such as school shootings, mass shootings, world pandemics and uncertainty in the face of wars. These challenges have become commonplace, but they have a profound impact on their academic performance and overall well-being. These challenges require academics to administer compassionate leadership in the classroom to address this new reality. Compassionate leadership requires empathy, compassion, and support during chaotic times. This approach creates a sense of safety, belonging and trust which are critical to positive student well-being and academic success. By prioritizing emotional intelligence, communication and relationship building, educators can create environments that minimize anxiety and encourage resilience.

*Outcomes:*

1. Recognizing what compassion and empathy are (and are not) in the classroom.
2. Create a student census card to understand their lived life experiences.
3. Develop strategies that allow educators to address challenges experience by students.

9d) Courtyard

***Fostering Exceptional Engagement and Success With Visual Thinking Strategies***

*Jean Marie Moffa, Brighton Area Schools*

**Key Statement:** Visual Thinking Strategies (VTS) fuels critical and creative thinking, and student engagement and performance. Experience VTS and learn how to use it with your students!

**Keywords:** Critical Thinking, Creative Thinking, UDL DEI

**Subthemes:** Experiential Learning  
UDL DEI

Attendees will experience Visual Thinking Strategies (VTS), a powerful, research-based technique that meets students where they are, and fosters critical and creative thinking, engagement, and performance. I will present an overview of research that supports using VTS in the classroom, teach its essential components, and discuss image selection and the application of VTS to all disciplines. As a K-12 and university level educator, an Interpretive Programs Volunteer at the Detroit Institute of Arts (DIA), and a trained practitioner and educator of VTS, I am uniquely poised to share this technique and its benefits with educators of all levels and disciplines. The process of Visual Thinking Strategies utilizes individual and collective analysis, divergent thinking, paraphrasing, and linking of one another's contributions. Participants will be actively engaged for the majority of the presentation, as I will be facilitating and debriefing 2 different VTS experiences.

*Outcomes:*

1. Experience Visual Thinking Strategies firsthand.
2. Gain insights into the body of knowledge that both fostered and flows from VTS.
3. Learn how to select images and begin using VTS with their students.

***Building Cultural Humility and Interprofessional Socialization Through Interprofessional Learning Collaboratives***

*Michelle McCann, Duquesne University*

**Key Statement:** Creating interprofessional education (IPE) and interprofessional collaborative practice (IPCP) opportunities in academia through interprofessional socialization fosters growth toward greater cultural humility in our emerging workforce.

**Keywords:** Interprofessional Education, Cultural Humility, Interprofessional Collaborative Practice

**Subthemes:** Fostering Student Practice  
Instructional Methods

Interprofessional education (IPE) and interprofessional collaborative practice (IPCP) pedagogies have shifted the model of healthcare education in recent years. Current literature suggests that aligning IPE and IPCP early and consistently within curricula can provide learners with a more client-centered and equitable perspective on societal challenges associated with population-specific needs. Implementation of IPE and IPCP learning opportunities can foster enhanced interprofessional socialization (IPS) and build greater cultural humility -preparing students for working in dynamic systems and interprofessional teams post-graduation. This discussion will describe an experience using an interprofessional learning opportunity aimed at enhancing IPS and cultural humility.

*Outcomes:*

1. Discuss the importance of integrating IPE and IPCP within institution-wide programs.
2. Examine didactic IPE learning experiences which can contribute to progressive interprofessional learning experiences in the clinic.
3. Describe findings from an interprofessional learning opportunity and lessons learned in outcomes related to IPS and cultural humility.

*Matt Johnson, Central Michigan University*

**Key Statement:** Online learning provides greater opportunities for inclusion and belonging for students with marginalized identities, but more must be done. Come learn why and how!

**Keywords:** Online learning, Diversity, Inclusion

**Subthemes:** Online/Hybrid/Hyflex Instruction  
Classroom Community/Culture

This session explores trends in online enrollments in the United States and at Central Michigan University with a particular focus on students with marginalized identities. By examining national and local enrollment data, this session delves into the motivations behind students with marginalized identities' inclination towards online courses. Furthermore, it scrutinizes the experiences of these students within virtual learning environments, highlighting challenges and successes. We offer strategies for fostering equitable and supportive online teaching environments.

*Outcomes:*

1. Explore motivations and experiences of students with marginalized identities in online learning spaces.
2. Evaluate literature surrounding the experiences of students with marginalized identities in online learning spaces.
3. Develop strategies to bolster inclusion and belonging in online learning spaces.

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## Concurrent Session 10

3:20 PM - 3:40 PM

10a) Boardman

***Integrating Trauma-Informed Learning Objectives in Experiential Settings***

*Emma Fuhrman Winona State University*

*Denise Moody, Winona State University*

**Key Statement:** Higher education needs to recognize trauma's impact and foster trauma-informed approaches to prevent re-traumatization. Training future practitioners can be accomplished through experiential learning objectives.

**Keywords:** Trauma, Trauma-informed strategies, Experiential learning

**Subthemes:** Experiential Learning

Instructional Methods

Within higher education and society, in general, there is an increased awareness of the impact that trauma has on well-being. Trauma-informed approaches seek to avoid re-traumatization of individuals, families, groups, and communities that are survivors of trauma. Preparing the next generation of trauma-informed practitioners begins with developing experiential learning objectives to a student's course of study. This presentation serves to provide higher education professionals with an introduction to incorporating trauma-informed learning objectives into their experiential settings. Building a higher education learning community focused on empowerment, collaboration, and reducing institutional harm is dependent on trauma-informed approaches.

*Outcomes:*

1. Learn the perspective of trauma-informed practice and their relation to experiential learning.
2. Develop ways to implement trauma-informed practices to their learning objectives in higher education.
3. Understand the impact of trauma-informed practices within school, organizational, and community environments.

10b) Torch

### ***Employing Care-Based Pedagogy for a More Humane Higher Education***

*Makena Neal, Michigan State University*

*Ellie Louson, Michigan State University*

**Key Statement:** We mentor a cohort graduate fellowship within our teaching center. We describe this scaffolded, care-based professional development and how we modified our pedagogy over time.

**Keywords:** Care-Based Pedagogy, Learning Community, Cohort Professional Development

**Subthemes:** Classroom Community/Culture  
Resiliency/Self-Care/Mindfulness

In "Humane Higher Ed: Real-World Successes With Care-Based Pedagogy," we share first-hand experiences designing and facilitating a cohort of graduate fellows within a teaching center. This session focuses on practical strategies, benefits, and reflections on implementing care-based pedagogy over time. We'll highlight key examples of our care-based practices and their impact on fostering inclusive, equitable, and humane learning environments. Join this interactive session to gain insights into applying care-based approaches in designing, implementing, mentoring, and evaluating professional development cohorts and learning communities. Together, we can create a more humane higher education experience for all.

*Outcomes:*

1. Reflect on their own teaching practices and consider how care-based approaches are present in their programs.
2. Explore real-world examples of care-based pedagogy to better understand its impact on fostering inclusive, equitable, and humane learning environments.
3. Identify actions and next steps for integrating care-based approaches into their own programs.

10c) Leelanau

***A Comparison of Perceptions of Teamwork Skills: Students and Standardized Patients***

*Denise A. Ludwig, Grand Valley State University*

*Janna Pacey, Grand Valley State University*

**Key Statement:** Student teamwork skills are evaluated using a comparative study of student perceptions and standardized patient perceptions during a high-impact learning health care simulation event.

**Keywords:** Student Teamwork Skills, Interdisciplinary Practices, Evaluation Methods

**Subthemes:** Grading/Ungrading/Providing Feedback to Students  
Experiential Learning

Supporting health care practitioners to work in a cooperative and effective manner is viewed as a means to address improvement of client/patient outcomes, reduced costs, increased client/patient satisfaction, improved patient safety, and addressing health literacy issues. Factors identified as barriers to effective interprofessional education include assessment of interprofessional team collaboration skills. Previous methods have included use of 'student perceptions' of their performance and recently tools have been developed to identify essential elements of the IPEC Core Competencies [2023]. This study compares observed behaviors by standardized patients and perceived behaviors by students of teamwork skills within a case study simulation.

Outcomes:

1. Describe effective assessment methods for interprofessional collaboration skills
2. Identify essential evidence-based skills for development of T-shaped individuals for the workplace
3. Determine effective pedagogy for collaboration skills instruction

10d) Crystal

### ***Online Discussions' New Ecosystem: Designing for Student Realities***

*Michael Ricco, Colorado State University- Global*

**Key Statement:** The environment of learning and working for adult learners has created a new ecosystem for educators to adapt to within online discussion boards.

**Keywords:** Online Discussion Board Design, New Ecosystem, SWOTT Analysis

**Subthemes:** Course/Curriculum (Re)Design  
Instructional Skills

The ecosystem of context drivers for adult learners has changed. These factors include post-Covid 19 work realities, career application expectations of instruction, the advent of AI (artificial intelligence) tools being actively used along with AI literacy, environmental sustainability implications, diversity, and the evolving role/emphasis of discussion boards within online higher education among others. A SWOTT analysis model is proposed to re-assess how online discussions are designed for effective applied learning, taking into account this new ecosystem.

Outcomes:

1. Scan the new drivers of the work and education contexts that matter to adult students.
2. Learn how a SWOTT analysis may be applied to re-thinking online discussion board prompts, considerations, and design.
3. Derive next-step considerations for online discussion board design and delivery.

10e) Minerva's Boardroom

### **Writing Efficiently: What, Why, Who and How to WAG!**

*Laura Marchwinski, Oakland University*

*Kristine Thompson, Oakland University*

**Key Statement:** A writing accountability group (WAG) improves student writing efficiency and productivity while building community. Explore the what, when, who and how in this session.

**Keywords:** Writing Efficiency, Writing Accountability, Student Writing Groups

**Subthemes:** Classroom Community/Culture  
Fostering Student Practice

Developing students' skills as effective and productive writers is often a goal of undergraduate and graduate education. One method of helping students develop writing skills is to have them take accountability for their writing as part of a small group of students. A writing accountability group (WAG) can improve student writing efficiency and productivity while building community. This session explores the what, when, who, and how of a WAG using a recent WAG for graduate students as a case example. The procedures, outcomes, benefits, and challenges of the graduate student WAG will be shared.

Outcomes:

1. Define the purpose, goals and structure of a writing accountability group (WAG).
2. Describe the procedures for implementing, managing and evaluating a student WAG.
3. Discuss the benefits and challenges of a student WAG.

10f) Courtyard

### **Strategies to Promote Engagement Among Students and Content**

*Jeff Thomas, University of Southern Indiana*



**Key Statement:** Participants will learn about several of my favorite resources and activities that promote engagement among students and content: Pear Deck, Flippity, Teaching With Analogies, and choice boards.

**Keywords:** Design, Engagement, Technology

**Subthemes:** Course/Curriculum (Re)Design  
Technology in the Classroom

Participants will explore easy-to-implement strategies and resources to engage students with one another and their content. These include

- Pear Deck: Pear Deck is a Google Slides add-on which creates interactive slides where students engage with teacher prompts and tasks (e.g., warm up questions, exit tickets, hyperlinks, and practice problems) in the slide deck.
- Flippity: Flippity is a website housing Google Sheets templates allowing users to create numerous learning supports and virtual manipulatives for students. Bring your laptop so you can build your first virtual Flippity manipulative
- The Teaching with Analogies (TWA) framework: The framework allows teachers to purposefully plan using analogies where students consider how the analog (familiar thing) is like and unlike the target (new thing).
- Choice boards: Choice boards are a type of teaching tool where students are given a choice in the type of assignments they complete.

*Outcomes:*

1. Explore the opportunities of Flippity and create a virtual breakout activity to use with one class.
2. Identify one analogy they can use with a class and complete a TWA graphic organizer for the analogy.
3. Brainstorm options to include in one choice board assessment activity.

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## Concurrent Session 11

4:00 PM - 4:40 PM

11a) Boardman

***Building Equitable Teaching Practices When DEI is a Political Pawn***

**Key Statement:** Teaching DEI courses during times of political pushback and censorship trends is challenging. This session will share experiences and resources from my course redesign.

**Keywords:** DEI, Teacher Preparation, Case Study

**Subthemes:** DEIB

Instructional Methods

Lately, classrooms have become political pawns. States are limiting what teachers are allowed to say, how they teach, and even what books they use during instruction. We are losing teachers due to burnout from these and many other challenges in education. To prepare preservice teachers to be leaders in inclusive teaching and learning practices our graduate students take a DEI in Secondary Classrooms field course. They actively explore impacts of biases on teacher and student relationships. This session will share course design aspects, student successes and challenges, model the case study framework in action, and resources for your own classroom.

*Outcomes:*

1. Understand how the case study analysis process was incorporated into a secondary DEI course.
2. Experience an example of a case study analysis in action and model a classroom conversation.
3. Discuss lessons learned from teaching this course through student work and teacher anecdotes and share artifacts that can be implemented into new or established courses.

11b) Torch

***Teaching Unprepared Students: Strategies for Success and Retention in Higher Education***

*Kathleen Gabriel, California State University, Chico*

**Key Statement:** Since COVID, unprepared student numbers have greatly increased; success and retention rates have fallen, but teaching-professors can meet the challenges and impact overall success.

**Keywords:** Achievement, Opportunities, Measured Success

**Subthemes:** Instructional Methods

During the past decades, colleges have steadily increased their diversity, and since COVID, we have also seen higher numbers of unprepared, struggling students. College retention and graduation rates have dipped, and the "graduation gap" among various student categories remains unacceptable. As teaching-professors, we are challenged to meet the needs of our students while at the same time maintain high standards. Teaching-professors can make a difference in helping students make tremendous gains so that they can meet the academic rigors of higher education. We can help them feel empowered in their learning and engaged in their college classes. All students, even peripheral students, can reach higher levels of academic performance and course completion. Nine specific ways to accomplish the goal of improving student success will be discussed in this presentation. We will cover specific ways to increase students' skills, increase engagement, and assess their learning progress.

*Outcomes:*

1. Teach their students three effective ways to increase their vocabulary and reading comprehension.
2. Implement three engaging learning activities no matter the subject you teach.
3. Utilize three formative assessment tools to gauge students' progress in learning.

11c) Leelanau

***That's a Bunch of Bunk: Prebunking and Debunking Tools for Identifying Misinformation and AI-Generated Disinformation***

*Elizabeth Goulette, Madonna University*

*Veronica Riha, Madonna University*

*Neal Haldane, Madonna University*

**Key Statement:** Using critical thinking skills to evaluate the veracity and intent of media messages.

**Keywords:** Prebunking, Debunking, Misinformation, Disinformation

**Subthemes:** Classroom Community/Culture

Fostering Student Practice

Educators must contend with the fact that students today are exposed to misinformation and AI-generated disinformation via social media daily. Alarming, research shows that AI-generated disinformation can be more effective than disinformation created by humans.

Consequently, disinformation seeps into the classroom environment, making it a top priority to teach students how to discern between facts and disinformation. Prebunking and debunking tools will be demonstrated as potential avenues for helping students identify AI-generated disinformation. Once students can identify disinformation and its harmful effects, they can help stop it from spreading further on social media.

*Outcomes:*

1. Provide critical thinking methods for participants to discern between facts and disinformation they encounter online.
2. Allow participants to use media literacy tools to evaluate real messages and determine their origin and whether the content is legitimate or not.
3. Develop a classroom activity that will work in the participants' classrooms.

11d) Crystal

### ***Student and Instructor Use of ChatGPT: Experiences From the Field***

*Jan Zantinga, University of Georgia*

*Charles Lyons, University of Georgia*

**Key Statement:** In this session, literature and instructor experiences working with ChatGPT AI, including student interactive question-answering sessions and AI assisted grading and feedback will be reviewed.

**Keywords:** Technology, Interactive Learning, AI

**Subthemes:** Technology in the Classroom  
Assessment

ChatGPT, a large language model developed by OpenAI, may revolutionize the way we teach college courses. In this presentation, we will evaluate the application of ChatGPT in education, including automated grading and feedback, personalized learning, and interactive question-answering sessions. We will also discuss the limitations of the model, such as its inability to understand context and cultural

nuances, and its potential to perpetuate existing biases. Finally, we will offer recommendations for how to effectively use the technology to enhance the educational experience for students and instructors. This presentation will benefit anyone interested in the impact of AI on higher education

*Outcomes:*

1. Evaluate the application of ChatGPT in education, including automated grading and feedback, personalized learning, and interactive question-answering sessions.
2. Discuss the limitations of the model, such as its inability to understand context and cultural nuances, and its potential to perpetuate existing biases.
3. Create a plan on how to effectively use the technology to enhance the educational experience for students and instructors.

11e) Minerva's Boardroom

### ***Abundant Student Writing and Authentic Academic Experience***

*David Howell, Milwaukee School of Engineering*

**Key Statement:** By focusing on quantity of writing rather than the quality of writing, one student was able to engender an authentic writing process.

**Keywords:** Writing, Self-Directed, Learning

**Subthemes:** Experiential Learning

Indirect Instruction

Over the course of 35 years of instruction, I have tried to get students to write well. I've designed a wide variety of writing assignments since essay writing is typically met with student resistance. Last year, in a course on Creative Thinking, I had students draft "Thought Logs", where students simply wrote extensively on defined topics (and sometimes undefined). One student embraced the assignment and wrote over 20 pages a week during the term. As her writing progressed, it improved, as did her ability to fulfill the objectives of the courses.

*Outcomes:*

1. Compare authentic and unauthentic writing processes.
2. Recognize why one particular student was able to write well over a variety of different courses.

3. Produce an authentic writing sample.

11f) Courtyard

***Cognitive Development Approaches to Critical Thinking: Revisiting 20th Century Recommendations***

*Milton D. Cox, Emeritus - Miami University*

**Key Statement:** Researchers and instructors in the late 20th century engaged cognitive-structural intellectual development models and practices for nudging students along pathways to critical thinking. Let's revisit.

**Keywords:** Critical Thinking, Intellectual Development, Disequilibrium/Support

**Subthemes:** Instructional Methods

Cognitive-structural theories help explain the process of intellectual development of learners starting in the college years. The approaches focus on how we think, reason, and make meaning of our lives, learning, and experiences. Cognitive structures are collections of assumptions (filters, lenses) by which persons adapt to and organize—perceive and evaluate—their environments, experiences, and actions (Evans et al., 2009). Perry (1970), Belenky et al. (1986), and Baxter-Magolda (1992) conceived cognitive-structural development models to enable critical thinking and intellectual development. We will revisit and discuss these applications, how we might engage them, and the resulting student learning and self-authorship.

*Outcomes:*

1. College student cognitive-structural intellectual development models.
2. Use of the models to develop critical thinking.
3. Applications to their teaching and student learning.

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## Concurrent Session 12

4:50 PM - 5:30 PM

12a) Boardman

***Empowering Online Learners by Correcting Attribution Bias***

*Amanda J. Holton, University of California, Irvine*

**Key Statement:** In two online classes, we conducted randomized interventions on attribution biases and attainment value. We'll discuss insights, implementation, and applications for enhancing student engagement.

**Keywords:** Attribution Bias, Engagement, Motivation

**Subthemes:** Instructional Skills  
Metacognition

We conducted randomized interventional studies targeting attribution biases and attainment value in two online classes. This presentation will explore the insights gained and their application in enhancing student motivation and engagement in online learning environments. We will discuss intervention implementation and engage with how these implementations can be applied to various courses to assist in addressing the challenges experienced by the attendees.

*Outcomes:*

1. Apply attributional awareness intervention in their classroom for increased student motivation.
2. Understand how attribution bias can affect student outcomes as mediated by student behaviors.
3. Adapt their curriculum to account the attributional beliefs of students in their online classrooms.

12b) Torch

### ***Teaching Students AI Prepares Them for Life Outside the University***

*Lynn Meade, University of Arkansas*

**Key Statement:** Use a four-step model to equip students with skills to ethically use Artificial Intelligence

**Keywords:** Artificial Intelligence, Active Learning, Instructional Methods, Technology in the Classroom, Interactive Instruction

**Subthemes:** Instructional Skills  
Interactive Instruction

After a conversation with an industry leader who expressed difficulty in finding AI-literate candidates, I developed a four-step process to teach my students how to

become ethical and creative consumers of AI who are ready for our ever-changing professional world. This session will showcase the four-step process I implemented, enabling students to use AI to develop their ideas, produce more thoughtful and creative writing, and revise based on AI-generated suggestions. Additionally, participants will learn how to guide students in creating a personal AI statement, fostering responsible and ethical AI usage.

*Outcomes:*

1. Describe the four-step process of writing with AI.
2. Adapt an assignment to teach student the effective use of AI
3. Lead a discussion on the pros, cons, and ethics of using AI in the classroom.

12c) Leelanau

***Effective Techniques to Create Community in College Classrooms***

*Melissa Beddow, Grand Canyon University*

**Key Statement:** Explore the benefits of creating a sense of community in the classroom and learn actionable ways you can achieve this to increase student engagement.

**Keywords:** Community, Student Engagement, Student Outcomes

**Subthemes:** Classroom Community/Culture  
Instructional Methods

When students feel like part of a community within the classroom, they are more likely to engage with the content, faculty, and other students in meaningful ways. By establishing a community, student engagement increases because students are more invested in the course and feel supported by both the faculty and the university itself. This session explores the benefits of creating a sense of community in face-to-face classes and provides actionable ways in which faculty can create this community to increase student engagement.

*Outcomes:*

1. Describe the connection between community and student engagement.
2. Analyze the benefits of creating a sense of community within the classroom.



3. Create a plan to implement community building strategies within their courses and academic programs.

12e) Minerva's Boardroom

***Literacy Practices That Matter Most for Every Child, Every Day!***

*Laura Staal, University of North Carolina at Pembroke*

**Key Statement:** Join this session to explore what really matters in literacy education. Revisit popular educational thinkers and listen to stories about “John” for inspiration and motivation!

**Keywords:** Literacy, Reading Strategies, Hope-filled Pedagogy

**Subthemes:** Instructional Methods

Classroom Community/Culture

What, and how, should I teach? This question has positive and/or negative consequences that can last a lifetime. So, what matters most? Despite some educators' commitments to critical literacy pedagogy, some practices should be critically questioned. Therefore, this session will focus on culturally relevant and authentic pedagogy that revisits and extends the ideas and research of Richard Allington, Paulo Freire, Nel Noddings, and Frank Smith. We will also listen to the experiences of one student named “John”. Participants will leave with more enhanced and meaningful literacy understandings and practices—the ones that matter most.

*Outcomes:*

1. Critically think about and reflect on literacy learning practices highlighted in the presentation--both "positive" and "negative".
2. Analyze and specific strategies for literacy implementation.
3. Gain empathy for “John” and other students who are developing literacy learners and create a plan for building a caring literate environment.

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# Poster Presentations



CONFERENCE PROGRAM

## Concurrent Session 13

5:45 PM - 6:45 PM

Poster Presentations

The Top of the Park

### 13 a) *A Freshman Seminar on Well-Being and University Navigation*

*Caitlin Kirby, Michigan State University*

**Key Statement:** We re-designed a freshman seminar to explore wellbeing concepts and practices and university navigation. Students evaluated the course positively, with recommendations for improvements.

**Keywords:** Wellbeing, University Navigation, Freshman Seminar

**Subthemes:** Resiliency/Self-Care/Mindfulness  
Course/Curriculum (Re)Design

We redesigned a freshman seminar for arts and humanities undergraduates to focus on wellbeing concepts and practices and university navigation skills. I will highlight the course learning objectives, structure, and activities around various wellbeing domains. We collected student pre- and post-surveys (n=25) with open-ended and Likert-type questions for evaluation in Fall 2023. Many students reported positive mental health impacts through their use of resources presented, concepts taught, and class activities. Students' university navigation skills as measured by an academic capital scale showed a significant increase across the semester. Students suggested more community-building activities as one point of improvement.

#### *Outcomes:*

1. Describe learning goals related to wellbeing in a freshman seminar course.
2. Understand how students experienced a freshman seminar course focused on wellbeing and university navigation.
3. Consider which components of a wellbeing-focused freshman seminar could be applied in your own courses.

### **13 b) *An Examination of Student Perceptions of Faculty-Led Native American Research Experiences***

*Caitlin Johnson, Minnesota State University Moorhead*

**Key Statement:** Indigenous researchers are poorly represented in academia. Experiential learning models emphasizing the medicine wheel may help provide opportunity for indigenous students to grow and succeed.

**Keywords:** Culture, Self-Directed Learning, Experiential Learning

**Subthemes:** Experiential Learning  
Classroom Community/Culture

The widest equity gap in the state of Minnesota was among Native American students in recent years. It was the largest among any other demographic group. This research project examined the research experiences of three Native American students that served over seven months as research assistants in administering the first campus Native American Student Needs Survey. The faculty advisor led students through a research experience using a medicine wheel for the learning model centered on culturally relevant topics. Students were then asked to share their experiences and the learning model was assessed for balance based on their testimony.

*Outcomes:*

1. Understand the medicine wheel and its implications for course design.
2. Examine findings of a classroom study demonstrating a balanced approach.
3. Analyze the instructional model and how it can be used in their own practice working with Native American students.

### **13 c) *Empowering Success: Strategies to Improve NPTE First-Time Pass Rates***

*Kristina Reid, Wayne State University*

*Jennifer Dickson, Wayne State University*

**Key Statement:** Discover effective strategies used to enhance NPTE first-time pass rates through targeted student support, comprehensive exams, and institutional policy improvements.

**Keywords:** NPTE Pass Rate, Student Support, Comprehensive Exams

**Subthemes:** Assessment  
Course/Curriculum (Re)Design

First-time pass rates on the NPTE are critical indicators of program quality and student success in Physical Therapy academic programs. This session details the methods and strategies employed to identify at-risk students and implement policies for success. We will explore comprehensive exams, share insights from consistently improving our first-time pass rates over the past three years, and include perspectives from administrators, faculty, and students. Additional topics include grading policies, student communication, and associated costs.

*Outcomes:*

1. Describe current trends in NPTE pass rates and understand factors contributing to these trends.
2. Identify key areas for process improvement and select reliable tools to measure student progress and outcomes.
3. Gain strategies to implement a peer mentoring program and develop comprehensive exams and policies to support student success.

**13 d) Encouraging Faculty Learning Community Engagement Through Co-Facilitation**

*Krista Klocke, Iowa State University*

**Key Statement:** Engagement is key to faculty belonging. See an example of how a Faculty Learning Community encouraged engagement through co-creation, co-facilitation, and resource development.

**Keywords:** Mentoring, Engagement, Faculty Development

**Subthemes:** Metacognition

This poster provides two examples of new Faculty Learning Communities (FLCs) launched through faculty interest and support. In fall 2023, two new communities formed focused on large enrollment courses and fundamentals of teaching. In both, faculty became co-facilitators of the FLC, informally mentored participants, and contributed content to a toolkit of advice for those new to teaching, and those new to teaching large enrollment courses. A process for how other teaching centers can encourage faculty engagement through co-creating and leading FLCs will be shared, as well as ideas for developing teaching toolkits to meet the needs of instructors.

*Outcomes:*

1. Identify strategies and processes of co-creation, co-facilitation, and resource development.
2. Connect the context of the examples to their own needs and interests as instructors.
3. Adapt the strategies shared in the example to their own institution with the goal of creating a more engaged community of instructors.

### 13 e) *How to Create Rich Classroom Experiences: A Tale of an IPE Journey*

*Aricka Schweitzer, Saginaw Valley State University*

**Key Statement:** One of the key features and necessary ideals of interprofessional education (IPE) is that students learn from and with each other throughout the educational experience. Proper pedagogy choice and planning is critical in order to facilitate this process.

**Keywords:** Interprofessional Education, Pedagogy, Healthcare Education

**Subthemes:** Experiential Learning  
Instructional Methods

One of the key features and necessary ideals of interprofessional education (IPE) is that students learn from and with each other throughout the educational experience. Proper pedagogy choice and planning is critical in order to facilitate this process. Educators want growth of learning to occur, and it can be planned with surface, deep and implicit structures. The surface learning is often the planned activities to occur in the session. Deep learning tends to reflect the discipline specific learning objectives such as the skills to be addressed during the experience and lastly the implicit learning which impacts values and beliefs of the profession. All these necessary elements planned carefully and thoughtfully can lead to a rich educational and valuable learning opportunity.

*Outcomes:*

1. Generate potential applications across various higher education classrooms.
2. Understand IPE principles and connectivity with enhancement in student learning outcomes.
3. Participants will assess which pedagogy makes the most sense with their desired classroom experiences.

### **13 f) Increasing Elementary Students' STEM Knowledge and Engagement Through the Question Formulation Technique (QFT)**

*Gaoming Zhang, University of Indianapolis*

*John Somers, University of Indianapolis*

**Key Statement:** Engaging elementary students in mathematical and STEM inquiry remains a big challenge in STEM teaching. The Question Formulation Technique may help elementary teachers promote elementary students' STEM knowledge and critical thinking.

**Keywords:** Instructional Methods, Interactive Instruction, Experiential Learning

**Subthemes:** STE(A)M

Instructional Skills

Engaging elementary students in mathematical and STEM inquiry remains a big challenge in STEM teaching. In this research project, teacher educators collaborated with in-service teachers and implemented the Question Formation Technique (QFT) in two elementary classrooms. Two elementary teachers first received professional development opportunities to develop their understanding of QFT. Both teachers then designed and delivered a QFT-based math lesson and a QFT-based science math with their own elementary learners. Their QFT math and science lessons were videotaped. Presenters will discuss the results about success and challenges to incorporate QFT in math and science lessons with elementary learners.

*Outcomes:*

1. Understand the Question Formulation Technique (QFT) and how to use the (QFT) as a routine classroom practice.
2. Learn how to employ the QFT to recruit all student voices in the exploration of a problem, engender a growth mindset, build sensemaking, and create critical conversations and discourse.
3. Show how the QFT can be used as a formative assessment to gain insight into student thinking, conceptual understanding, and problem-solving strategies.

### **13 g) Infusing Real-World Project Management Into University Curricula**

*Joy Lind, University of Sioux Falls*

**Key Statement:** This presentation describes a project that the presenter managed while working in industry then developed into a capstone assignment in a university-level business course.

**Keywords:** Project Management, Experiential Learning, Real-World Application

**Subthemes:** Course/Curriculum (Re)Design  
Experiential Learning

This presentation describes the “Laptop Refresh Project,” that the presenter managed while working in industry. The project involved replacing the fleet of laptops across a company’s entire international Sales team, that had convened for their annual Sales Conference at a large conference venue in the U.S. The presenter, now an Associate Professor of Business Administration, developed this project into a capstone assignment in her Project Management course that she taught at the University of Sioux Falls during the 2024 Spring Semester.

Outcomes:

1. Develop a capstone project for university business majors, from an application in industry.
2. Apply critical thinking to solve a real-world business problem.
3. See how to apply elements of the Project Management Book of Knowledge (PMBOK) to successfully manage a project in industry.

### ***13 h) Relationship Between Impostor Phenomenon and Parenting Styles on Short-Term Learning***

*Sérgio P. da Silva, Cornerstone University*

**Key Statement:** We present results from research on how parenting styles and the Impostor Phenomenon explain students’ learning during one instructional video clip.

**Keywords:** Impostor Phenomenon, Parenting Styles, Short-Term Learning

**Subthemes:** Metacognition  
Resiliency/Self-Care/Mindfulness

We administered the Parental Authority Questionnaire and the Impostor Phenomenon Scale to 120 consenting college students. We also pretested and post-tested information from a 5-min video clip we showed to the participants. We calculated the proportion of posttest to pretest as an index of learning. We used a multiple linear regression model entering the scores on permissive, authoritarian, and



authoritative parenting styles, and the scores on the Impostor Phenomenon as independent variables, and the learning scores as dependent variable. Results showed a significant but small effect of the Impostor Phenomenon on learning.

*Outcomes:*

1. Describe the relationship between parenting styles and short-term learning.
2. Describe the extent to which the impostor phenomenon explains to short-term learning.
3. Articulate one strategy to reduce the students' sense of being impostors.

### **13 i) Spacing Out to Bring It All Together**

*Todd Retzlaff, Penn State University Lehigh Valley*

**Key Statement:** Students often confuse similar concepts. Separating related, but often conflated material, can aid student learning.

**Keywords:** Spaced Learning, Course Redesign, Order of Topics

**Subthemes:** Course/Curriculum (Re)Design

STE(A)M

As experts in our disciplines, we often see concepts as related and therefore belonging together. We have the experience to see both the connections and the differences. But, when students are first learning, too close of similarity can cause confusion. Spacing out related but conflated topics can prove beneficial. Students have time to digest one concept before being confronted with its confusing relative. This idea was shown to be effective for several topics in a typical Multivariable Calculus course.

*Outcomes:*

1. Recognize that just because topics are related and may seem logically connected, that does not necessarily mean they belong together when they are being learned.
2. Identify areas in their courses where students easily get confused between similar concepts.
3. Assess whether rearrangement would be beneficial. After all, sometimes similarity can be beneficial to learning. Other times, it can be confounding.

### 13 j) **Strategies to Build a Community of Learning in a Chemistry Course**

*Chetna Patel, Aurora University*

**Key Statement:** Students enroll with different levels of preparedness and study skills. Utilizing new strategies to create a culture of learning can build confidence in students and improve student retention.

**Keywords:** Engagement, Community, Technology

**Subthemes:** Classroom Community/Culture  
Instructional Methods

Principles of Chemistry is a one-semester lecture and laboratory course at Aurora University and taken primarily by pre-nursing majors and athletic training. Students enroll in the course with different levels of math preparedness and study skills. Technology can be a powerful tool to peek into student thinking and build collaboration skills. Furthermore, it can be used in any class size as well as it can bring relevancy by connecting to real world events. Significant changes were made to the laboratory component of the course to allow for student reflection and learning. This presentation will discuss strategies implemented over several semesters and provide data on student retention.

*Outcomes:*

1. Identify the challenges and opportunities of teaching chemistry to pre-health majors.
2. Describe how technology can be used to enhance student thinking and collaboration in chemistry courses.
3. Evaluate the impact of changes on student retention and learning outcomes.

### 13 k) **The Creation, Implementation, and Research of a University Mental Health Taskforce**

*Joanie Hazelton, Ferris State University*

*Pam Smyth, Ferris State University*

*John Scott Gray, Ferris State University*

**Key Statement:** The creation of a university wide committee to address prevention, awareness, reduction of stigma, and initial crisis response skills to impact deteriorating

mental health on campus.

**Keywords:** Mental Health, University Committee, Collaboration

**Subthemes:** Classroom Community/Culture  
Resiliency/Self-Care/Mindfulness

Prevention, awareness, reduction of stigma and initial crisis response skills are crucial when addressing deteriorating mental health on a university campus. A committee, made up of students, staff, and faculty was created to develop a framework for implementation of training, support, and treatment at a university level. This poster will highlight a wide range of initiatives taking place to help address mental health needs. Committee creation, implementation, research of the initiatives, and next steps will be shared.

*Outcomes:*

1. Present current initiatives designed to address mental health at a university.
2. Demonstrate the strengths and weaknesses of a multi-layered approach to understanding and improving mental health for faculty, staff, and students.
3. Share successes and barriers to the creation, implementation, and research of a Mental Health Committee.

### **13 l) *They Don't Get It. We Have to Help Them Understand!***

*Lynn Meade, University of Arkansas*

**Key Statement:** Students struggle to understand how college courses connect to career readiness. We can help.

**Keywords:** Career Readiness, Reflective Learning, Instruction

**Subthemes:** Metacognition  
Indirect Instruction

I handed a roomful of Juniors a paper of career readiness competencies and asked them to write in examples from college where they developed that competency. Most students struggled to think of even two. Half of those students said they learned the skill from their extracurricular work. Research on explicit and implicit communication will frame this talk about why students don't know that courses are teaching them valuable skills and what we can do to help. I will share five strategies to

help your students make the connections between your college classes and career readiness.

*Outcomes:*

1. Explain the disconnect between students' perceptions of career readiness skills gained in college courses and the actual skills developed through their coursework.
  2. Identify at least three strategies to help students make clearer connections between course content/activities and the development of career readiness skills.
  3. Construct a plan to help students make connections between course objectives and career competencies.
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# LILLY CONFERENCES

ITLC | International Teaching  
Learning Cooperative, LLC

Friday

October 11th, 2024

## **Daily Schedule**



CONFERENCE PROGRAM

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ITLC | International Teaching  
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# Roundtable Discussions



CONFERENCE PROGRAM

# Concurrent Session 14

## Roundtable Discussions

8:15 AM - 8:45 AM

Grandview Ballroom

14 A

### ***Comparing a Novice Teacher's and Students' Experiences Navigating Inquiry-Based Learning***

*Natalie Beltrano, University of Windsor*

**Key Statement:** Inquiry-Based Learning has been identified as a socially just pedagogy. When it is implemented by a novice instructor, can these goals be achieved?

**Keywords:** Resistant Pedagogy, Inquiry-Based Learning, Social Justice

Subthemes: Instructional Methods

Resiliency/Self-Care/Mindfulness

Inquiry-Based Learning (IBL) has been identified as a socially just pedagogy, yet how is the implementation of a resistant pedagogy experienced when introduced by a novice teacher to social work students? This 20-minute paper presentation will share the findings of a thematic analysis, comparing students' and the teacher's critical self-reflections navigating IBL applied as a semester-long pedagogy. Using storytelling to share the findings, the navigating of risk and trust will be shared to identify opportunities to embrace uncertainty in higher education.

*Outcomes:*

1. Define Inquiry-Based Learning and its conceptualization as a resistant pedagogy for social justice.
2. Identify opportunities to engage in critical self-reflection to further research and understanding on the implementation changes in pedagogy.
3. Critically-reflect on their teaching practices to identify possible challenges when implementing critical or resistant pedagogies to increase students (as well as their own) ability to risk and trust in the process of engaging with new(er) pedagogies.

## 14 B

### ***Effectively Teaching Internationally Using AI: Business Communication, Finance, Technology***

*Beth Kozbial Ernst, Western Michigan University*

*Bhanu Balasubramnian, Western Michigan University*

*Victoria J. Fleenor, Western Michigan University*

**Key Statement:** Three interdisciplinary instructors share international teaching experiences and invite session participants to an interactive session to compile AI resources to make international teaching experiences successful.

**Keywords:** Artificial Intelligence, International Teaching, Enhanced Communication

**Subtheme:** Technology in the Classroom  
Instructional Methods

Teaching internationally offers benefits in today's higher education landscape: broader perspectives, cross-cultural idea sharing, and additional revenue. But often, instructors have a learning curve in preparing curriculum and activities. AI tools can help—from language barriers, to cultural considerations, to contextual ideas. AI is beneficial before the course inception and for students and instructors during the course. Three interdisciplinary instructors (Business Communications, Finance, and Technology) share their international teaching experiences, and invite session participants to engage in an interactive session to compile AI functionality, resources, and integration to make the international teaching experience more successful for instructors and students alike.

#### *Outcomes:*

1. Engage with some of the AI tools that can be used to support teaching efforts in an international context.
2. Learn about complications of international uses of AI (regulations, etc.)
3. Share experiences and/or additional possible uses of AI in the international classroom in their discipline.

## 14 C

### ***Instructional Strategies to Support First-Generation Students Who Experience Anxiety***

*Lisa Skeens, Ohio University Lancaster*



**Key Statement:** Anxiety can impede learning with first generation students. Instructors can benefit from learning about clinical symptoms of anxiety and supporting evidence-based instructional strategies.

**Keywords:** Instructional Strategies, First Generation, Anxiety

**Subthemes:** Resiliency/Self-Care/Mindfulness  
Instructional Skills

Anxiety can impede learning with first-generation students. Instructors can benefit from learning about clinical symptoms of anxiety and supporting evidence-based instructional strategies. Symptoms of specific anxiety disorders will be discussed, such as social anxiety disorder, panic disorder and generalized anxiety disorder - and how these disorders can present in the classroom with first generation students. Instructional strategies such as creative feedback sessions, time management/ predictability routines, desensitization activities, and others will be discussed. This roundtable will encourage an opportunity for sharing experiences and strategies that can be helpful for teaching first-generation students (as well as other diverse student groups) with anxiety symptoms.

*Outcomes:*

1. Understand clinical symptoms of common anxiety disorders experienced by first generation students.
2. Learn about current literature and evidence-based strategies for teaching first generation students with anxiety.
3. Brainstorm innovative strategies in a round table format to help first generation students reduce academic anxiety.

14 D

**Not a Rant: Assessing and Recovering From Classroom Failures**

*Sonja Nikkila, University of Toronto Scarborough*

*Maria Assif, University of Toronto Scarborough*

**Key Statement:** How can we refresh our conversations about failure to make room for relationality, shared responsibility, and the emotional realities of teaching in today's world?

**Keywords:** Resilience, Relationality, Motivation

**Subthemes:** Resiliency, Self-Care, Mindfulness  
Instructional Skills

In the culture of teaching and learning, it can be difficult to accept that our classes will go awry, and no matter how adept we are as instructors, we cannot proof our pedagogy — and ourselves — against failure. And while we may credit our successes to student effort and engagement, we often reject the idea that failures are not exclusively our responsibility and cannot be remedied by more effort on our part. In this roundtable session, we want to explore some of the issues that can cause a class to go awry, and discuss possibilities for support, care, and (re)discovered motivation.

*Outcomes:*

1. Share and process the increasing administrative and emotional burdens on university instructors, especially those who embrace a pedagogy of care.
2. Grapple with instructor-student relationality and responsibility in creating (or failing to create) a successful learning experience, whether in the classroom or through advising/mentor structures.
3. Explore opportunities for recovering from teaching failures and rediscovering motivation and inspiration.

14 E

### **Preparing Students for Professions Through Transitional Role Switching**

*Gina Brynildsen, Sam Houston State University*

*James N. Rediger, Ball State University*

**Key Statement:** Many students benefit from both traditional and experiential learning. Come discuss new approaches to course design that launch learners into leaders through transitional role switching.

**Keywords:** Professional Development, Immersive Learning, Course Design

**Subthemes:** Course/Curriculum (Re)Design

Experiential Learning

Many students benefit from both traditional and experiential learning. This roundtable will explore how a stepwise or transitional approach to role-switching in course design can launch students from learners to leaders. During this roundtable, participants will learn and discuss innovative methods in course design and assignments that blend traditional and experiential learning to enhance professional preparedness and mastery of content.

*Outcomes:*

1. Identify innovative course design strategies that integrate traditional and experiential learning for classes in their discipline.
2. Understand the effectiveness of a stepwise or transitional approach to role-switching in enhancing students' professional preparedness and content mastery.
3. Develop actionable plans to incorporate stepwise or transitional role-switching methods into their own courses to support student learning and professional development.

14 F

***Spanning the Divide for Childcare Providers in Online Professional Development***

*Ingrid Everett, Commonwealth University of Pennsylvania*

**Key Statement:** The ECEPDO@PASSHE grant supports nontraditional childcare providers to earn the Child Development Associate credential. Learn how barriers are dismantled for success in online professional development.

**Keywords:** Nontraditional Learners, Online Learning, Challenges and Solutions

**Subthemes:** Classroom Community/Culture  
Online/Hybrid/Hyflex Instruction

Now in its sixth year, the Early Childhood Education Professional Development Organization (ECEPDO) grant funds professional development (PD) in institutions of higher education for childcare providers seeking the Child Development Associate (CDA) credential and beyond.

Nontraditional learners may face unique challenges navigating the PD required to earn the CDA: a foundational childcare credential, especially in an online modality. This session will describe how support has evolved in response to students' varied needs, based on student experience, feedback and data gathered. Lessons learned in the implementation of this grant continue to inform change and may be immediately applicable across professions.

*Outcomes:*

1. Broaden understanding of the challenges faced by nontraditional students.

2. Identify resources and strategies to meet nontraditional student needs in an online learning environment.
3. Develop steps to apply strategies and resources to their own practice.

## 14 G

### ***Student Agency Versus Best Practices: Making the Ethical Choice***

*Alison Barton, East Tennessee State University*

**Key Statement:** Should we allow students to choose limited-engagement traditional design for their learning when we know student-centered, active, steady learning is best?

**Keywords:** Traditional Design, Student-Centered Design, Student Agency

**Subthemes:** Instructional Skills

Course/Curriculum (Re)Design

Proponents of student-centered, active learning design understand the value of ongoing, editable assignments – a steady diet of student learning that requires regular formative and summative check-ins. Some students resist this constant, effortful learning, wanting instead a traditionally-structured course with limited numbers of assessments – even if that makes those assessments high-stakes. Fielding student resentment and complaints can be draining for the instructor and foment discontent among students. In the interest of student agency, is it ethical to offer these students – after explaining the benefits and efficacy of a more involved course design – a more traditional track for a course?

*Outcomes:*

1. Examine and compare traditional versus student-centered college instruction.
2. Compare the benefits of student-centered college instruction against the benefits of offering students agency in selecting their course design path.
3. Explore best ways forward for diminishing student resistance and resentment to course requirements that require steady and effortful cognitive engagement and learning.

## 14 H

### ***Sustaining and Initiating Faculty Learning Communities (FLCs)***

*Milt Cox, Emeritus, Miami University*

**Key Statement:** Many colleges and universities have faculty learning communities (FLCs) as part of their educational development programs. We will discuss questions about building and sustaining FLCs.

**Keywords:** Faculty Learning Communities, Faculty Development, Sustaining FLCs

**Subthemes:** SoTL

Faculty Development

Many colleges and universities have faculty learning communities (FLCs) as part of their faculty/educational development programs. Research results about the effectiveness of FLC impact on faculty and staff participants, student learning, and implementation strategies are helpful in designing, implementing, and sustaining FLCs. At our table, we will discuss 16 recommendations for building and sustaining FLCs and FLC programs. We will provide opportunities for participants to ask questions about FLCs and meet others who are working with initiating or facilitating FLC Programs on their campuses.

*Outcomes:*

1. Describe 16 recommendations for building and sustaining FLC programs.
2. Provide some solutions for questions you have about initiating FLCs.
3. Take home some resources about working with FLCs.

14 |

***Using Advanced Analytics to Understand and Improve Student Teamwork***

*Robert Carpenter, University of Maryland Baltimore County*

**Key Statement:** Effective teamwork is a prized skill. We describe the analysis of data from student teams, to optimize teamwork outcomes and improve course design.

**Keywords:** Teamwork, Data Analytics, Course Design

**Subthemes:** Instructional Methods

Fostering Student Practice

Teamwork skills and strong critical thinking skills are increasingly prized by employers and graduate programs. The value of teamwork is reflected in modern pedagogy's shift from the lecture/discussion format to active learning and group projects. Few tools effectively assess student teamwork skills or provide a basis for

improving them. This project uses IT tools to capture interactions of student teams working on case studies, and advanced analytics to identify student behaviors correlated with positive team outcomes, with the goals of (a) improving student teamwork skills, (b) maintaining inclusive team environments, and (c) developing principles for improved course design.

*Outcomes:*

1. Understand information technology tools and the application of advanced analytics (including artificial intelligence) to the instructional process.
2. Construct and maintain inclusive environments in teams.
3. Design courses that optimize behaviors that promote successful teamwork.

14 J

***Using Check-Ins to Build Community in College Classrooms***

*Stacia C. Miller, Midwestern State University*

*Suzanne F. Lindt, Midwestern State University*

*Christina Janise Wickard, Midwestern State University*

**Key Statement:** Instructors can foster a sense of belonging and community in the classroom by using regular check-ins, providing an opportunity to develop belonging, inclusion, and community.

**Keywords:** Mental Health, Class Culture, College Classroom

**Subthemes:** Classroom Community/Culture  
Resiliency/Self-Care/Mindfulness

School belonging may impact students' mental health, which is greatly affected by student-teacher relationships and peer interactions (Allen et al, 2018). To foster a sense of belonging and community in the classroom, teachers can consider regular check-ins. In this session, the presenters will identify the components of belonging and discuss how check-ins provide an opportunity to foster belonging, inclusion, and community. The audience will review various check-in ideas appropriate for the physical education setting.

*Outcomes:*

1. Identify the components of college students' sense of belonging and how these components can be fostered in the classroom.
  2. Explain how regular check-ins are a strategy for building community, inclusion, and belonging in their classes.
  3. Identify specific check-in ideas to build community and belonging in their classes.
- 

## Concurrent Session 15

9:00 AM - 9:20 AM

15a

Boardman

### **Using Virtual Reality to Enhance Business Communication Students' Public Speaking and Job Interview Skills**

*Marie Moreno, Western Michigan University*

**Key Statement:** This presentation explores university students' perspectives practicing presentations in front of a virtual reality audience and receiving AI-generated feedback.

**Keywords:** Virtual Reality Public Speaking, AI-Generated Feedback, Teaching Strategies

**Subthemes:** Instructional Methods  
Experiential Learning

This presentation explores students' reflections on practicing presentations and job interviews using virtual reality. It will begin by describing the virtual reality lab, software, and strategies for students' preparation. Then it will discuss the mostly positive experiences students reported while practicing presentations in front of a virtual reality audience. Then it will share the students' perceptions of the experience and AI-generated feedback. The last part will cover practical teaching strategies to use virtual reality for enhancing presentations. Sub-themes include effectiveness of

AI-powered feedback, whether technology reduces public speaking anxiety or exacerbates it, and a human's role in enhancing public speaking.

*Outcomes:*

1. Analyze pros and cons of using virtual reality in higher education students' presentation and job interview skills.
2. Apply best practices of students' virtual reality experience to other classes, communication centers, and career centers.
3. Adapt practical teaching strategies to use virtual reality for enhancing presentations and job interviews.

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15b

Torch

### **Effect of Course Modality on Student Performance in Biological Science Sections**

*Min Zhuang, Michigan State University*

*Caitlin Kirby, Michigan State University*

**Key Statement:** Lower online grades were observed in a biology course. Analysis shows that formative assignments, not modality, predict exam scores. Insights will inform strategies to enhance student support.

**Keywords:** Online Learning, Formative Assignments Predict, Enhance Student Support

**Subthemes:** Online/Hybrid/HyFlex Instruction  
STE(A)M

Instructors noted that students in online sections of an introductory cell and molecular biology course achieved lower grades compared to peers in face-to-face classes, despite identical instruction via a hybrid design. A regression analysis using integrated data from registrar and D2L platforms for Fall 2021 (n=853) and 2022 (n=837) revealed that modality did not significantly impact summative exam scores, while formative assignment grades were strong predictors. This session will explore these findings and offer insights into how student demographics and completed assignments influence academic performance, informing strategies to enhance student support and achievement in various learning environments.



Outcomes:

1. Analyze the impact of course modality on student performance in a STEM course.
2. Compare and contrast the predictive value of formative and summative assessments on student grades.
3. Generate strategies to enhance student support and academic achievement based on data-driven insights.

15c

Leelanau

### **Integrating Visual Representations in Classrooms to Promote Critical Thinking**

*Courtney Kelly, Marymount University*

**Key Statement:** Students' creation of visual representations of concepts yields critical thinking and learning that endures. They are lots of fun to facilitate and the integration of them increases student engagement!

**Keywords:** Assessment, Critical Thinking, Conceptual Learning

**Subthemes:** Assessment  
Metacognition

The Universal Design for Learning principle of action and expression encourages teachers to integrate multiple modes of assessment. The integration of student-created visual representation of concepts not only provides a unique way to assess student understandings, but also encourages critical thinking and deep synthesis. During this session, examples will be shared and participants will be encouraged to think "outside the box" about their current classroom assessments and possible ways to include visual representations as a form of assessing student knowledge.

*Outcomes:*

1. Generate ideas about how to integrate visual representations as a form of assessment in their classrooms.
2. Assess current practices of measuring student understanding and consider conceptual knowledge that would be supported and enhanced by the integration of visual representations.

3. Apply the UDL principle of action and expression in considering ways to modify current classroom assessments.

15d

Crystal

### ***A 5-Step Process for Maximizing Impact of Self-Managed Student Teams***

*Cheryl L. Kane, University of North Carolina at Charlotte*

**Key Statement:** A technology-supported 5-step process for creating and managing effective student project teams is presented. Faculty experiences and student perceptions of the process are shared.

**Keywords:** Team-based Learning, Student Managed Performance, Collaborative Learning

**Subthemes:** Instructional Methods  
Technology in the Classroom

Student self-managed teams are a widely used active learning strategy in higher education (Ford-Eickhoff & Kane, 2019). However, many obstacles to team effectiveness have been reported—including problems with self-management, social loafing and team performance. This paper shares a 5-step, technology-enabled process for overcoming these obstacles through a student-generated rubric of shared team standards and expectations. Students define unacceptable nonperformance along with concrete process for addressing it—including how a member may be fired. Lessons learned from multiple semesters of team performance data and student feedback are shared. Ideas for applying this method to attendees' courses are discussed.

*Outcomes:*

1. Learn a simple 5-step process, enabled by technology, for creating and managing student project teams in any classroom.
2. Envision ways to adapt attendees' personal team projects to this 5-step process, and how to create team projects with current course assignments with specific learning objectives.
3. Apply lessons learned from our experiences to ensure successful transfer of the process to achieve similar results.

15e

Minerva's Boardroom

106

## **Advancing Engineering Ethics Education Using Active Learning**

*Rajani Muraleedharan, Saginaw Valley State University*

*Tommy Wedge, Saginaw Valley State University*

*Erik Trump, Saginaw Valley State University*

**Key Statement:** Discover how to enhance engineering students' ethical decision-making skills using experiential learning and cross-disciplinary collaboration with the theater department. Gain new teaching strategies and improve students' ethical awareness and professional responsibility.

**Keywords:** Active Learning, Engineering Ethics, Cross-Disciplinary Collaboration

**Subthemes:** Experiential Learning  
Instructional Methods

Teaching engineering students to develop ethical decision-making skills is challenging, especially using traditional methods. In this experiential learning project, active learning strategies such as role-playing were used to teach ethics to electrical and mechanical engineering students, enabling them to understand ethics violations and the moral responsibilities of seeking justice. The project also involved collaboration with theater students, which allowed the electrical engineering students to gain cross-disciplinary skills such as skit development, performance, and filming. The presentation will highlight three learner-centered outcomes of the project, including enhanced ethical decision-making skills, improved cross-disciplinary skills, and increased ethical awareness and professional responsibility. Best practices for developing similar projects will also be discussed.

### *Outcomes:*

1. Analyze the appropriate engineering ethics case study that impacts future engineers and the community.
2. Share anecdotes to illustrate how the experiential learning approach impacted students' engineering mindset.
3. Equip students with lifelong learning skills, including ability to recognize and address ethical issues encountered in the profession, and demonstrate professional behavior that adheres to the highest principles of ethical conduct and embraces diversity and inclusion.

## **Effectively Connecting With Students to Enhance Learning**

*Gabriela Gui, Grand Valley State University*

*Gregory Warsen, Grand Valley State University*

*Richard Geisel, Grand Valley State University*

*Catherine Meyer-Looze, Grand Valley State University*

*Paul Bylsma, Grand Valley State University*

**Key Statement:** Relationships are essential to effective teaching and meaningful learning. Discover the power of leveraging a Faculty Learning Community to enhance connected teaching in higher education.

**Keywords:** Connected Teaching, Relational Teaching, Intellectual Mattering

**Subtheme:** Classroom Community/Culture

Other

Six graduate faculty members engaged in a year-long learning community to critically examine the role of the faculty-student relationship at the graduate level. Using a structured protocol, each instructor collected data on specific questions or problems of practice related to connected teaching as described by Schwartz (2019) and shared this with colleagues for reflection and feedback. In this interactive session, presenters will share one of the cases and engage participants in the protocol used, including a debriefing of the process.

*Outcomes:*

1. Evaluate the proposed protocol as applied to the case presented
2. Critique the instructor's response through the lenses of relational teaching
3. Propose additional applications of the protocol to enhance connected teaching in higher education

## **Closing Plenary**

**9:20 AM - 11:00 AM**

Grandview Ballroom

## ***Using Generative AI to Engage Students and Promote Deep Learning***

*Todd Zakrajsek*

**Key Statement:** This plenary addresses actionable strategies for leveraging GenAI to promote deep learning and also a better understanding as to when AI may impede students' educational journey.

**Keywords:** GenAI, Transformative, Learning

GenAI presents significant challenges and also significant educational opportunities. This session will focus on ways in which GenAI can bolster and deepen the educational experience. GenAI is not just another tool; it's a transformative opportunity to tailor learning experiences to each student's unique needs, opening new avenues to learning like never before. This plenary address will delve into actionable strategies for leveraging GenAI to enhance learning, ensuring students see possible educational benefits and also better understand when it may impede their educational journey. Join me in reshaping the narrative, focusing on GenAI as a catalyst for deep learning and even more engaged teaching.

### *Outcomes:*

1. Explain 3 core aspects of learning and how AI can be used to address those core areas.
  2. Explain in which situations and why AI might impede critical thinking.
  3. Integrate into a course at least one new AI assignment designed to deepen student learning.
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The University of Georgia	
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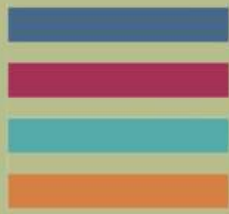
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# TEACHING IN HIGHER ED



Teaching in Higher Ed produces a weekly podcast, blog posts and recommendations to help you be more successful at facilitating learning.

It started when I was around 6 years old...

I used to “teach” in my room at home. The stuffed animals and dolls were my students. My bedroom door had a sign on it that read #208. My “name” was “Miss Monroe,” a tribute to the 1970s Charlie’s Angels...

I have always wanted to teach.

Fast forward to today. I teach as a university professor at Vanguard University: a small, private, liberal arts university in Orange County, California. I’m also dean of teaching and learning, allowing me to collaborate with other faculty in improving all of our teaching and support efforts that allow students to thrive in their learning. My passion is in continually becoming more effective facilitating learning for my students. I’m also fortunate to get to coach faculty in my dean role and connect with faculty from all over the world through the Teaching in Higher Ed community.

*Bonni Stachowiak*



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# Upcoming Events



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## Upcoming Events



### LILLY-ORIGINAL

November 21-23, 2024

Miami University - Oxford, OH

Registration is open

*Hosted by: Miami University*

## 2025 Lilly Conference Events



### LILLY - SAN DIEGO, CA

January 9-11, 2025

Teaching for Active and Engaged Learning

DoubleTree - San Diego, CA

Registration is open

*Submit a proposal*

### LILLY - AUSTIN, TX

May 19 - 21, 2025

Evidence-Based Teaching and Learning

DoubleTree - Austin, TX

*Submit a proposal*

