Teaching, Learning, & Technology Conference 2023
Event Schedule
Tue, May 16, 2023

9:00 AM

**Keynote: Using the Understanding by Design® (UbD) Framework for Course Planning**

**Course Design**  **Keynote Presentation**  **Live Session**  **Student Success**

9:00 AM - 10:10 AM, May 16

In this session, Jay will describe how to use UbD for designing courses and programs. More specifically, he will address the following topics:

- Applying the 3 Stages of “Backward Design” to course planning
- Framing courses around “Big Ideas” and Essential Questions
- Assessing understanding
- Teaching for understanding

**Speaker**

Jay McTighe
Educational Author and Consultant
Jay McTighe & Associates Consulting

10:15 AM

**Am I Invited or Not?: Students’ Perceptions of Inclusivity in Flexible Classrooms**

DE&I  **Live Session**

10:15 AM - 11:15 AM, May 16

Classroom environments impact students’ learning and can either include or exclude certain students from participating. We were interested to know how students perceived inclusivity in a flexible classroom and to what extent the elements of the room impacted their learning. We interviewed and surveyed students about their experiences and preferences for the ideal classroom. We found that creating an inclusive classroom must actively invite students to use the affordances of the flexible classroom to meet their needs. We will offer students’ thoughts about the various elements in the room, how they would design their ideal classroom to meet their learning needs, and ideas for how instructors can create more inclusive learning spaces.

**Speaker**

Sarah Zipf
Research Project Manager
The Pennsylvania State University

Teaching for Understanding

**Live Session**  **Student Engagement**

10:15 AM - 11:15 AM, May 16

In this session, Jay will present a set of practical and proven strategies (and associated tools), from his award-winning book, Teaching for Deeper Learning, for actively engaging college students in “making meaning” of course content.

**Speaker**

Jay McTighe
Educational Author and Consultant
Jay McTighe & Associates Consulting
Using Case-Based Learning to Foster a Spirit of Inquiry

Case-Based Learning (CBL) is a learning framework, which begins with a story or scenario, which engages the learner, provides context for learning, and which is centered around the application of knowledge to resolve issues/problems/questions emerging from the case study. This workshop will explore the basic tenets and structure of a case-based learning, with an emphasis on how specific pedagogies utilized in CBL can foster attitudes, mindsets, and intellectual skills, which are central to effective inquiry and deep learning. Participants will be involved in various stages of an environmental case study, with an emphasis on specific active & collaborative learning strategies, which can be used elaborate on knowledge, and provide critical learning feedback. At the end of the session participants will develop a framework for creating a case study in their field.

Speaker

John S. Peters
Senior Instructor, Biology
College of Charleston

We Make Shhh Happen: How Going to the Library Can Improve Your Students’ Papers

Do you get emails from the library offering instruction for your courses, but you aren’t really sure what that entails? Are you also worried about your students’ ability to identify relevant and critical sources? In this session, two research and instruction librarians will explain how library instruction can deepen your students’ ability to find and analyze sources in your content area. By working with faculty, librarians can curate lessons that are focused on your course SLOS while also developing, and sometimes introducing, these valuable skills to your students. Join the discussion on the different ways to incorporate information literacy, along with tips for working with your librarian to maximize the effectiveness of a library day.

Speakers

Gretchen Scronce
Research & Instruction Librarian
College of Charleston Libraries

Elena Rodríguez
Research and Instruction Librarian
College of Charleston Libraries

Case Studies as Inclusive Teaching Tools

Case-based learning (CBL) is a form of problem-based learning where students apply their knowledge to real-world scenarios, promoting higher levels of cognition. CBL has been shown to help students increase retention of information by requiring students to critically analyze and apply their knowledge to novel situations. Cases can also be powerful inclusive pedagogical tools that allow students to examine situations from multiple, diverse perspectives and use their cultural knowledge to problem solve. In this session we will discuss the research and rationale for using CBL, how to select and/or create culturally-responsive, inclusive cases to support a student-centered classroom, and the various ways to implement CBL in your classes (in-person vs online; small vs large enrollment).
Implementing Nearpod to Create a Modern Integrated Platform for Active Learning in the Classroom

11:30 AM - 12:30 PM, May 16

ABSTRACT

We address post-lockdown issues with learner engagement, particularly in physical classrooms. Our R&D study for a large business school, identified that several UK universities had successfully deployed Nearpod to integrate the use of multiple interactive tools in both physical and online classrooms. Our own experience of implementing Nearpod has been that it is not only a tactical tool for individual faculty, it also offers strategic potential in that it significantly reduces the learning curve for designing and running interactive classes, and indeed for studying in those classes.

This session involves hands-on experience for delegates, using the technology for a short professional development learning activity, and again to explore interactively the implications for faculty and institutions, including the inevitable resistance to change. This arises both due to lack of enthusiasm for active learning, as well as the need to re-skill when resources are already stretched.

Speakers

Clive Holtham
Professor of Management
Bayes Business School; City, University of London

Martin Rich
Associate Dean (Undergraduate)
Bayes Business School; City, University of London

Dr Linlan Huang
Bayes Fellow in Management
Bayes Business School; City, University of London

Teaching in a Flipped Mastery-Based Format

11:30 AM - 12:30 PM, May 16

I've been adapting the lecture videos and quiz system I developed while teaching business calculus during the pandemic. The result is a flipped mode course, with mastery-based grading based on repeatable weekly quizzes. Some students catch up after a disruption, which was the original motivation for this system.

Some students do well, while others struggle. There's less pressure, no high-stakes tests or exams. Mistakes become part of the learning process. The quiz system is a lot of work for the instructor, so I'm trying to streamline it. I'll demonstrate the process I used to develop the quizzes and workbook, and talk about the benefits and drawbacks. Students say they like it, but attendance has been a problem and the washout rate is still high.
This session will provide an overview of the importance of problem solving and computational thinking in higher education. We will discuss how these skills can help students to be more successful learners, as well as how they can help them to become more productive members of the workforce. We will also explore how these skills can be applied to real-world scenarios. Finally, we will examine how professors can help their students to develop these skills in their courses. The focus of the session will be to provide an overview of the importance of problem solving and computational thinking in higher education, as well as to discuss how instructors can help their students to develop these skills in their courses.

Speakers

Ian O’Byrne
Associate Professor of Literacy Education
College of Charleston

Melanie Blanton
Graduate Student
Texas Tech University

Jennifer Albert
Director of the STEM Center of Excellence at The Citadel
The Citadel

Robin Jocius
Associate Professor, Literacy Studies
University of Texas at Arlington

Lunch / Meet-ups (Optional)

1:30 PM

Effective Team Collaborations Using Scrum

Serum is an Agile methodology that “helps people, teams, and organizations generate value through adaptive solutions for complex problems” (Scrum Guide, Schwaber & Sutherland, 2020). Scrum centers around five core values: Commitment, Focus, Openness, Respect, and Courage. While popular in the software development sector, Scrum is used in various industries throughout the world to organize groups that deliver meaningful products in short periods of time. It can be applied in classrooms where teams are formed for semester long projects. In this workshop, participants will be introduced to Scrum and participate in small group exercises to learn the cadence of the methodology and how to select valuable products to deliver. Consider how can Scrum be applied in your own team-based assignment.

Speakers

RoxAnn Stalvey
Associate Chair/Senior Instructor
College of Charleston

Ellie Lovellette
Assistant Professor of Computer Science
College of Charleston

Leah Hardie
Adjunct Professor and Deputy Release Train Engineer/Scrum Lead
College of Charleston and Booz Allen Hamilton

Engaging History in the Bushes: Immersive Role-Playing as High-Impact Pedagogy
The Reacting to the Past (RTTP) pedagogy developed at Barnard College has been shown to improve student learning, retention and engagement. It has been implemented at over 350 colleges and universities in the US and abroad in many disciplines. This session will describe the experience of using this pedagogy in a CofC history course. We will discuss the history and pedagogy of RTTP and our experience in integrating it into this course including planning, prepping the students, deploying the scenario, and debriefing the students. We will discuss texts, materials and props used, role and faction sheets, assignments, student engagement, and lessons learned by instructors and students alike. We will share key findings and lessons learned for successful implementation of a Reacting to the Past scenario. The audience will come away with insight into how they might integrate this pedagogy into almost any course in the social sciences, sciences, and the arts. We will reserve time at the end for discussion and Q&A.

 représantation plain text: The Reacting to the Past (RTTP) pedagogy developed at Barnard College has been shown to improve student learning, retention and engagement. It has been implemented at over 350 colleges and universities in the US and abroad in many disciplines. This session will describe the experience of using this pedagogy in a CofC history course. We will discuss the history and pedagogy of RTTP and our experience in integrating it into this course including planning, prepping the students, deploying the scenario, and debriefing the students. We will discuss texts, materials and props used, role and faction sheets, assignments, student engagement, and lessons learned by instructors and students alike. We will share key findings and lessons learned for successful implementation of a Reacting to the Past scenario. The audience will come away with insight into how they might integrate this pedagogy into almost any course in the social sciences, sciences, and the arts. We will reserve time at the end for discussion and Q&A.

### Speakers

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<tr>
<th>Speaker</th>
<th>Position</th>
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<tbody>
<tr>
<td>Jared Seay</td>
<td>Reference and Instruction Librarian</td>
<td>College of Charleston</td>
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<tr>
<td>Chris Boucher</td>
<td>Prof. of History</td>
<td>College of Charleston</td>
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### Using UDL and Digital Accessibility to Support an Inclusive Classroom

UDL is based on brain research indicating that everyone has different strengths in taking in information, expressing knowledge, and engaging in learning. Implementing UDL is an ongoing process that is ultimately about identifying and removing potential barriers to learning for all students in both the physical and virtual learning environment. Along with UDL, providing all content in an accessible format is important for providing equity and an inclusive learning environment for all.

See how Albright College started with a grass-roots, feet on the ground campaign to raise awareness of digital accessibility, tackled the inherent problems of faculty buy-in and how we built a scalable college-wide initiative that addresses the needs of all students on campus.

### Speaker

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<th>Speaker</th>
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<tr>
<td>Brian Gall</td>
<td>Assistant Dean for Online and Digital Learning</td>
<td>Albright College</td>
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### Zombifying Instruction: Engaging Students with Game-Based Learning

No one wants a class of zombies. Unless, of course, you're teaching about them! Recently, a team of Business Librarians pushed ourselves out of our teaching comfort zones. We discovered that by incorporating gamified learning into a recent instruction session students were invested, engaged and the leaders of unique learning experiences. By leaning into the unexpected and encouraging student creativity and teamwork, not only did students surprise us but they surprised themselves. Attendees of this session will learn the benefits and challenges of game-based learning, how to implement innovative instructional techniques, and discover ways they can adapt and apply gamification at their institutions. Come be part of the horde and get ready to flesh out your own instruction.
Co-Design: Serving Up, Scaling Up, and Cocreating Knowledge on Perusall

To meet the desired personalized experiences in today’s college classroom, we will examine a co-design platform (i.e., Perusall) that can enhance students’ ability to cocreate knowledge. As a group, we will contrast co-design platforms to facilitate cocreated knowledge in a flipped classroom (e.g., Perusall, Packback, OAKs) and actively engage in the Perusall codesign platform. Participants will apply annotations and evaluate diverse functions available on this platform. Related research and best practices will be shared.

Creating a Cross-Cultural Collaborative Online Classroom

This presentation provides faculty with information on how to promote cross-cultural communication in their online classrooms by recognizing common misunderstandings, stereotypes, and encouraging an inclusive classroom environment where all students feel welcome and accepted. As instructors it is important to recognize the cultural differences to build an inclusive classroom, an environment where all students feel supported intellectually and academically. Students need to be extended a sense of belonging in the classroom regardless of identity, learning preferences, or education. Such environments are sustained when instructors and students work together with thoughtfulness, respect, and academic excellence.

Undergraduate Experiential Learning: At Home and Abroad
Experiential learning is a critical component of an undergraduate education, preparing students for future employment and graduate work. We will discuss the challenges and successes with experiential learning, including internships and independent studies. Dr. Hughey will discuss her experience with an independent study course in Portugal. Dr. Kyryliuk will present on her experience as an internship coordinator with a focus on site supervisor feedback regarding student preparedness. Attendees will be able to analyze the preparedness of their students and strategize methods to optimize experiential learning. We will then brainstorm how we can best implement experiential learning to benefit our students, schools, and the greater community.

Speakers

Becky Kyryliuk
Instructor/Internship Coordinator
College of Charleston

Morgan Hughey
Assistant Professor
College of Charleston

I Removed Assignment Due Dates in My College Courses. Here’s What I Learned…

This session presents an approach to grading that has initially proven to have an impact on student satisfaction and success. Attendees will discuss approaches to flexible due dates, the impact it has had on students, potential pitfalls with flexible due dates, and student responses to flexible due dates. Let’s share our experiences and learn how to positively influence student retention and success through our teaching practices.

Speaker

Lisa Kindred
Associate Professor of Business
Indiana Institute of Technology

Alternative Professional Development (PD): Communities of Practice, Podcasts, and More!

Instructional designers in higher education are busy. Developing podcasts and communities of practice have allowed for additional, free avenues for professional development. Using feedback from our respective podcasts, we have found that sharing our experiences and expertise has helped to build a much needed community of continuous improvement in the higher education field. This community has helped to make the instructional design higher ed community feel less siloed and more connected. In this session, participants will explore alternative opportunities for free professional development to engage in communities of practice.
Demystify, Democratize, Diversify: Promoting Digital Literacy for Virtual Reality  
4:00 PM - 5:00 PM, May 16  
Prerecorded Session  
Technology  
Watch Anytime

Technology literacy is increasingly critical for navigating an interconnected digital world. Library and technology staff in higher education are uniquely positioned to help students understand relevant issues like privacy, equity, and access with respect to emerging technologies like Virtual Reality. Taking inspiration from Maker Culture and the liberal arts viewpoint, this presentation will share strategies for democratizing access to Virtual Reality applications. Several ongoing programs at Mount Holyoke College will be described, including workshops, one-time activities, and a paid student fellowship now in its second year. All will be viewed through the lens of fostering digital literacy and removing barriers to access, while encouraging students to cultivate their own agency.

Designing Effectively For Future Learning  
4:00 PM - 5:00 PM, May 16  
AI  
Course Design  
Prerecorded Session  
Watch Anytime

This session examines traditional and future design models of lifelong learning which can include greater access, convenience, immediacy, and credit for prior knowledge. How will faculty, designers, and institutions prepare to adapt to the changes that are centered more on learners? Join us for the analysis of microlearning, badges, stackable credentials and ways to use artificial intelligence (AI) to demonstrate mastery of outcomes and learning is delivered in a more seamless and immediate manner. How can AI be used as an opportunity to increase student performance? Participants can gain greater strategies for redesigning courses to maximize student-centered, lifelong learning.

Designing Online Learning Content Using UDL & Brightspace (D2L)  
4:00 PM - 5:00 PM, May 16  
Academic Applications  
Prerecorded Session  
UDL  
Watch Anytime
Universe Design Learning can be adapted for online learning, especially on platforms such as Brightspace. I want to share some best practices that I have used as an Instructional Designer to support the learning of all learners. The goal by the end of the session is to help provide everyone with a better understanding of UDL, Brightspace, best practices and resources that one can explore.

Speaker

Rabia Ijaz
Instructional Designer
D2L

I Don’t Want to Grade Anymore

Grading
Prerecorded Session
Watch Anytime

4:00 PM - 5:00 PM, May 16

To shift the focus of our students away from the course grade and onto their learning, an Ungrading approach was adopted. In this approach, traditional numerical scoring of assignments and activities is replaced with detailed qualitative feedback. Students then have regular individual meetings with the instructors to discuss and review the progress they are making using qualitative evidence of their learning. Students are given the opportunity and encouraged to review submitted work and feedback to make improvements. The final grade for the course is then determined collaboratively between the students and instructors. We will discuss the process that led to our adoption of the Ungrading approach, how it went in our first offering, and the challenges we encountered.

Speakers

Drew Budner
Associate Professor
Coastal Carolina University

Brett Simpson
Associate Professor
Coastal Carolina University

Improving Significant Learning by Maximizing Assessment

Assessment
Course Design
Prerecorded Session
Watch Anytime

4:00 PM - 5:00 PM, May 16

This session will provide examples of assessment strategies woven into the Cycle of Course Design developing effective teaching and significant student learning. With greater levels of accountability for learning during multiple deliveries of course, participants need to deeply analyze the course to deliver what they promise. By analyzing course assessment, the need to meet outcomes with the proper alignment can be re-achieved.

Reflective assessment strategies provide a deeper understanding of the ways assessments serve insights to student learning. Participants will learn to analyze ways they reflect on their current practice, improve courses to provide a deeper measurement of student learning and increase their teaching ability to meet student needs.

Speakers

Karen LaPlant
Curriculum/Instructional Design
Metropolitan State University

Zala Fashant
Faculty, Dean-retired
Minn State System

Made with Each Other: DEI and OER

DE&I
OER
Prerecorded Session
Watch Anytime

4:00 PM - 5:00 PM, May 16
DEI and OER are movements in which higher education is heavily invested, both as a sector and within individual institutions. In this time of social inequity and educational cost, combining DEI and OER is an innovative way to meet socially ethical imperatives. Colleagues who attend this session will increase realization of the importance of and possibilities that accompany DEI and OER combinations. Additionally, they will gain tips on how to advocate for and adopt DEI and OER in pursuit of teaching, scholarship, and service goals.

Speaker

Emmett Lombard
Educator
Gannon University

Redesigning Professional Development with Microcourses

4:00 PM - 5:00 PM, May 16

One of the key challenges faced by designers of professional development workshops and courses is low rates of engagement and participation. This is especially problematic when considering how the recent COVID pandemic coupled with other demographic and technological trends present strong arguments for why faculty need to engage in ongoing professional development. Micro-courses offer designers of academic development a promising response to this problem as they feature highly focused, outcome-centric learning experiences designed to accommodate faculty’s tight time constraints. This presentation shares a collaboration with International Education in creating a micro-course to assist faculty with incorporating international perspectives.

Format: pre-recorded video session

Speaker

Phil Tietjen
Director of Learning Design
Davidson-Davie Community College

Relearning Open Education: Changes From a Public to a Private Institution

4:00 PM - 5:00 PM, May 16

Open education presents a plethora of opportunities for reshaping education. But not all OER is created the same. Working 15 years at a public college I learned about OER and implemented a permanent committee that saw huge growth in usage. Changing jobs to a private institution, I was thrown into a whole new pool. I will teach the audience the differences in OER at a private and public institution, how to navigate those differences, and finding partnerships in both. I plan to use polls to personalize my presentation to my audience and the unique needs that audience might have. I will cover how to look at OER not only from a cost savings perspective, but from an academic freedom, social justice, and faculty research vantage.

Speaker

Kayla Reed
Discovery, Systems, and Digital Strategy Librarian
Grinnell College

Student Pathways: Creating Opportunities and Resources that Develop Careers for Future Leaders

4:00 PM - 5:00 PM, May 16
The presenters will discuss the strategies the Center for Excellence in Teaching, Learning, and Online Education (CETLOE) at Georgia State University enacted to launch its student career readiness programs. We will share strategic management decisions that help build successful career readiness programs and significantly increase the hiring potential of Georgia State students. The programs allow our students to apply what they are learning in the classroom to actual institutional projects. Lastly, the programs promote digital literacy, digitization, and technology as problem-solving tools. The presentation will include an overview of the data collected to demonstrate the aligned experiences with the programs' intended goals.

Expected Learning Outcomes include: Explain the importance of increasing the digital literacy skills of students from underrepresented groups in order to compete in 21st-century global markets. Identify key components of a career readiness program that builds students' leadership and professional skill sets supported by partnerships with various departments and leveraging resources across an institution. Determine high-impact methods to assess and promote the success of students and career readiness programs.

 Speakers

Amy Bruni
Program Manager
Georgia State University

Yanju Li
Assistant Manager
Georgia State University

The Best Advice I Ever Got Was On a 747

This will be a pre-recorded session.

We are finally seeing the importance of wellness and well-being being addressed in higher education in the aftermath of our post-Covid reality. It is now consistently included in professional literature and as a preferred topic or even the overall theme at conferences with meditation and yoga breaks and retreats as a normal part of the sessions. There is a clear need and a desire for open and honest discussions centered on employee mental and physical health and how that affects both work and home life.

Takeaways

- Specific examples of self-care tactics.
- Encourage participants to share what they have learned with others.
- How social media can help

 Speakers

Michele Ruth
Head of Technical Services
The Citadel: The Military College of South Carolina

Danielle Moore
Deputy Director of Daniel Library
The Citadel: The Military College of South Carolina

The Multigenerational Classroom: From Gen BB to Gen A, What We Need to Know

This will be a pre-recorded session.

The multigenerational classroom is a fact of life for many educators and administrators. With different generations bringing their unique experiences and perspectives to the classroom, it is crucial for educators to understand and accommodate the needs of all students. This session will focus on strategies for creating an inclusive learning environment that respects and values the diversity of student backgrounds and experiences. Participants will learn how to foster engagement and collaboration among students of different ages and backgrounds, and how to ensure that all students can succeed in today's complex learning environment.

Speakers

Michele Ruth
Head of Technical Services
The Citadel: The Military College of South Carolina

Danielle Moore
Deputy Director of Daniel Library
The Citadel: The Military College of South Carolina
Where we learn and how we learn is changing. We have many options to learn and develop through a larger variety of mediums and tools or resources. The classroom continues to provide unique options others cannot and do not offer through inclusive, dynamic, and collective learning environments. As facilitators in the learning environment, we are charged with adaption to meet the needs of the cross-generational opportunities to optimize what is possible in a collaborative, open course forum for learning on all levels. How we construct, deconstruct, and reconstruct our teaching approaches add value, purpose and results to the classroom across the larger learning environment, inspiring and motivating the bigger discussions and thirst for learning, growing, doing.

### The Spark Program: Strategies for Supporting Early Undergraduate Scholar Development

**Speaker**
Jonathan A Green  
Instructor  
Purdue University Global

**Prerecorded Session**  
**Student Success**  
**Watch Anytime**

Early undergraduates, especially those unfamiliar with the university’s hidden curriculum, face many barriers to scholar development. This presentation examines the Spark Program at the University at Buffalo as a program model for meeting early undergraduate needs through intentional scaffolding and teaching for transfer across contexts. We will outline Spark’s objectives and strategies, recent accessibility and inclusivity initiatives, and future directions. We will then model select activities and lead a group discussion on application for other institutions. After this session, attendees will be able to identify key concerns for early undergraduate scholar development—especially for students from minoritized or underserved communities—and implement effective programming for this group.

### Unleashing the Power of Personalized Education: The Magic of Differentiated Learning

**Speaker**
Muhammad Akbar Rafsanzani  
Visiting Lecturer  
State University of Makassar

**Prerecorded Session**  
**Course Design**  
**Watch Anytime**

Differentiated learning is crucial for the higher education community as it addresses the growing diversity and specific needs of students in the classroom. This session will delve into the concept of differentiated learning, equipping attendees with the skills to create assessments and instructional methods that cater to each student’s unique needs and abilities. Attendees will gain an understanding of the advantages of differentiated learning for both students and teachers and will see typical strategies for differentiating instruction through real-life examples. The key takeaways from the session will highlight the significance of personalized instruction.

### Meet-ups (Optional)

**Speaker**

**Prerecorded Session**  
**Course Design**  
**Watch Anytime**

Meet-ups (Optional)

**Prerecorded Session**  
**Course Design**  
**Watch Anytime**

Meet-ups (Optional)
An Online Tool to Augment Traditional Computational Physics Teaching

Teaching computational physics using MATLAB can significantly improve student performance and retention through relatively small and easy-to-implement changes to our teaching strategies. In the Physics and Astronomy department at the College of Charleston, we adopted a distributed teaching of computational physics such that elements of computational thinking are scattered across different courses to emphasize specific applications. MATLAB is systematically taught in the elective PHYS 394 Digital Signal and Image Processing with Biomedical Applications. Among other reasons, Matlab was selected as the programming language because it is the industry standard. We will cover MATLAB Grader to create courses, and custom assignments for students such that the MATLAB code is automatically graded.

Speakers

Sorinel Oprisan
Professor
College of Charleston

Ana Oprisan
Professor
College of Charleston

"Don't Quit on Me Now!" - How Peloton Helped Plant S.E.E.D.S. to Improve My Students' Self-Efficacy

This session will explore the use of inclusive language in lecture delivery and student feedback in writing-intensive and/or technology-heavy classes, drawing inspiration from instructors of the Peloton platform. Attendees will learn the S.E.E.D.S. framework, a recipe for giving inclusive and encouraging feedback to promote student self-efficacy. The session will also examine the academic sources that support the use of inclusive language in lectures and feedback and the potential reasons why an instructor would not use inclusive language. The goal of this session is to provide attendees with practical tools and strategies to improve communication and feedback in their own classrooms.

Speaker

Chelsie Dubay
Director of Instructional Design and Clinical Instructor
East Tennessee State University

Escaping Academic Boredom: Using Virtual Escape Rooms to Deliver Content in Teacher Ed Programs

Higher education is on a fast-track to evolve from the traditional lecture/tutorial style of content delivery toward a more flexible hybrid, technologically rich, student-focused teaching and learning experience while maintaining rich pedagogical/andragogical principles. This session will introduce participants to an innovative way of delivering existing content using the concept of a Virtual Escape Room. Drawing on content from the courses they design and/or teach, attendees will have the opportunity to consider developing a narrative flow for their selected teaching and learning module, following along to create a shell for their Escape Room, and developing at least one clue.
Microlearning: Bite Sized Chunks with Big Impacts

Microlearning is a hot trend in course design and teaching right now but what does it really mean? In this game-based, interactive session, participants will have the opportunity to see microlearning in action and explore ways that they could infuse these techniques into their courses. Microlearning taps into our short attention spans to help students learn more efficiently and retain more information. To end the session, participants will receive resources to help them put microlearning into action.

Speakers

April Higgins
Instructional Designer
Delaware Technical Community College

Hilary Valentine
Instructional Designer
Delaware Technical Community College

Diverse Minds, One Goal: Using EdTech to Support a Diverse Medical Student Population

Relevance

At Philadelphia College of Osteopathic Medicine (PCOM), incorporating DEI into the curriculum takes many forms including training faculty, staff, and students; implementing IPE; using diverse standardized patients, images, and language; partnering with community organizations; and classes on humanities and wellness. More specifically, we want to improve the learning experience for different types of learners. We are utilizing ed tech to measure and track student progress; review our curriculum, create online learning modules, and provide third-party learning tools. This all goes to supporting our learners and graduating diverse healthcare workers who can serve their respective communities.

In this session, we describe a different approach where we utilize technologies to support diverse learners. At PCOM, we are creating an ecosystem where we link assessment data, curriculum mapping, curriculum inventory, evaluations, learning modules, etc. From this, we are able to identify teaching and learning opportunities to support our learners. Interventions include an online flashcard deck containing the common language of the didactic years; training on computer-based testing; using diverse and inclusive images, cases, and language; and faculty, staff, and student training opportunities.

The presenters will engage with the audience using collaborative tools such as jamboard or padlet to ask the audience about the challenges they face addressing diverse learners and have an open discussion about what they are doing at their respective institutions.

Learning objectives

At the end of this session, the audience will be able to:

- Describe the importance of supporting learners
- Discuss how existing tools may be utilized to support diverse learners
- Explain how information from different sources can be used to identify teaching and learning opportunities.
Experimenting with ChatGPT in the Classroom

The release of OpenAI’s ChatGPT chatbot has caused significant anxiety in higher education, but there are also reasons to be excited about its potential educational value. We will discuss ways ChatGPT can be used as a teaching and learning tool across disciplines by sharing our pedagogical experimentations. After learning about the strengths and weaknesses of the tool and seeing examples of it in action, attendees will have an opportunity to discuss and start planning ways they might incorporate ChatGPT in their own classrooms. We welcome participants from all disciplines and levels of expertise—no prior knowledge of or experience with ChatGPT is necessary!

Increasing Student Confidence in Online STEM Courses: Data, Tips, and Tricks

Increasing student confidence in online STEM courses requires a multi-faceted approach. This session will explore data-driven strategies, practical tips, and innovative tools to enhance student engagement and success. We will share insights from ongoing research and case studies, providing attendees with actionable methods to improve online STEM education.
Abstract

A 2022 survey of almost 1200 students found that only 13% of students prefer in-person courses, while 60% prefer fully online courses and 37% prefer asynchronous online courses (Bentram et al., 2022). The Deconstruct Calculus pedagogy is student-centered, intuitive, collaborative, and that allows for DIY learning. Though our experience is with mathematics, we will show how the methods can be applied more broadly to other STEM fields. This approach leverages best practices for deep learning in an online setting and appears particularly beneficial for underrepresented students (women, minorities, first-generation). This presentation will share tips and tricks for creating an online learning environment that applies the Deconstruct pedagogical approach to any STEM field.

Session Takeaways:

- The Deconstruct Calculus pedagogical approach has led to an increase in student confidence in asynchronous courses.
- We will share how we help our math students understand what it means to be a mathematician. Attendees will brainstorm “morals” for their field.
- We will share how we incorporate short activities in our courses, and provide an opportunity for discussion in applications to other courses.
- It is important to ask students challenges with multiple points of entry and provide them with a group structure for completing these problems.
- Students in 100-level college courses need a lot of structure for successful group work.

Speakers

Kathryn Pedings-Behling
Adjunct Instructor
College of Charleston

Amy Langville
Professor
College of Charleston

Let's Get Inked!...(digitally)

This session will explore how digital inking can be a modality bridge and transform your teaching and learning! We will cover many of the common digital inking hardware and software and how it can be used by instructors and students! This session will cover items that will be helpful no matter the delivery type of your courses!

In our emerging world of multiple modalities being offered synchronous and asynchronously—and everything in between; digital inking provides a way to reach students and provide transformative opportunities for creativity, collaboration, engagement, and consistency.

1. Key objectives of this session will include:
   a. Identify and understand hardware available to them for inking.
   b. Identify and understand software available to them for inking.
   c. Understand the value for stakeholders in digital inking.
   d. Understand the transformative approach digital inking provides.

2. This session will also cover
   - How our perception of a digital whiteboard space has been shaped by physical whiteboards.
   - What software/hardware is available.
   - How digital inking spaces can transform instruction.
   - How digital inking spaces can transform student interaction & engagement.

3. Participants will join a Nearpod to follow the slide deck and engage in polling, collaborative posting and using digital inking software together during the presentation. They will also have the opportunity to expand on polling responses through discussion of current uses and potential uses for idea sharing.

4. Going forward/Summary:
   - Digital inking is a way to bridge Modality Gaps. How does this look in your environment(s)?
   - Digital Inking is Transformative, not a substitute.
   - Digital Inking is Versatile.
   - Attendees will better understand ways to ink over content and include engaging features.
Faculty play a key role creating a learning environment that is either supportive and affirming or marginalizing and hostile for historically marginalized students. Accordingly, it is imperative that faculty carefully examine ways their syllabi and assignments may inadvertently raise barriers to students’ success. Research demonstrates that curriculum that reflects students’ identities and interests is an important part of building an inclusive climate where everyone feels supported (Hockings, 2010; Lee et al., 2012; United States Department of Education, 2016). Adding coursework that explicitly engages students in exploring student interests engages them on both cognitive and affective levels, leading to deeper learning (Wagner, 2005) and is positively correlated with overall class satisfaction (Barr, 2016).

In this interactive and collaborative session, participants will learn how to create inclusive classrooms that explicitly center equity and inclusion in order to support all learners. The presenter invites participants to bring existing syllabi they’d like to make more inclusive as they will be introduced to and utilize the Syllabus and Course Curriculum Self-Assessment and Audit Tool created by the presenter. This tool has helped higher education faculty across the nation in creating more inclusive curriculum and classroom environments. Participants will walk away with an understanding of where their curricula can be strengthened, as well as ideas for designing curriculum that represent and respond to diverse student populations.

Creating Virtual Reality and Demonstration Videos to Support Student Learning

Well-developed video resources provide instructors with a flexible tool to assist with different types of instruction including virtual teaching and flipped classroom models. In this session we describe how to use Virtual Reality and everyday household items to create engaging instructional videos for an introductory geosciences course along with the results of a mixed methods research study investigating their effectiveness. After the session, you will be able to identify video design principles derived from the Cognitive Theory of Multimedia Learning, explain how virtual reality and demonstration videos support student learning in the geosciences, and articulate the steps and resources needed to create your own demonstration and virtual reality videos.

Designing Engaging Microlectures

In this interactive session, we will explore how you can create engaging microlectures as an alternative to traditional instructional videos. We will begin by discussing the characteristics and benefits of microlectures, and specific tools that can be used to create them. In addition, we will explore a planning template that can help you design more interactive and engaging microlectures for your students. This session will also include helpful tips and tricks for recording and sharing microlectures. Come learn how microlectures can enhance your instructional practices whether you teach online, on-site, hybrid, or flipped!
Get Wild! Using Game Elements to Create Immersive, On-Demand Professional Development for Faculty

11:30 AM - 12:30 PM, May 17

Game-Based Learning  Live Session

Our lives have changed drastically since 2020, and with that the need for engaging, flexible learning opportunities has escalated. In this session you will learn how to use game elements and strategies to build immersive, on-demand learning experiences that are as entertaining as they are effective! We will walk you through the team approach we used to create an on-demand workshop for our faculty: Assessment Safari. The game elements we used—like environment, immersion, rules, and conflict—can be applied to any learning scenario. Along the way you will learn what these elements are and how to use them, the benefits of advanced planning, and some tips for finding free high-quality media to use when creating your own adventures!

Speakers

Heather Mandujano
Senior Instructional Designer
Cuyahoga Community College

Rebecca Wiggins
Senior Instructional Designer
Cuyahoga Community College

Lettle Use Teaching Time Wisely by Simmering Stats to Nourish Your Student Feedback!

11:30 AM - 12:30 PM, May 17

Academic Applications  Live Session  Online Learning  Student Success

Have you ever taught an online course and wondered if students are using the resources you provided? Have you wanted to improve learning outcomes or student grades in online courses? Improving student learning starts with knowing more about what students are doing in online courses. LMS systems have a lot of stored statistics which inform student movements and work in courses. These statistics can be used to help faculty focus teaching efforts and student support feedback in more impactful ways. After you digest the statistics, they can be your nutritional guide to better online teaching.

Speakers

Derk Riechers
Director, Online College
Northeastern Technical College

Dr. Jennifer Raasch
LMS Admin
Northeastern Technical College

12:30 PM

Lunch / Meet-ups (Optional)

1:30 PM

2023: The Year You Make Contact – Podcasting for Teaching and Learning

1:30 PM - 2:30 PM, May 17

Live Session  Technology
How do you communicate teaching and learning? Email? Direct lecture? What about when you’re not available to assist? Do your students have access to a resource 24/7? 2023 is the Year You Make Contact with Podcasting for Teaching and Learning.

Podcasting provides a simple platform for content creation and delivery beyond the classroom. Finding a topic particularly difficult to explain? Create a limited series of short podcasts that divides the topic into manageable bites. Tired of answering the same questions over and over? Create an FAQ roster of podcast episodes that include answers in your voice that you can share via email, LMS, and social media.

Attendees will leave with the insights and knowledge to get started in podcasting right away, using the Biz-eWerk Podcast (https://anchor.fm/biz-ewerk) as an example.

Speaker

Cory Werkheiser
Associate Director, Experiential Learning and Career Development
College of Charleston

Breaking Barriers in Education: Understanding and Combating Academic Ableism

1:30 PM - 2:30 PM, May 17

Academic ableism is a form of discrimination faced by disabled students in the academic setting. Whether intentional or not, the effects are always detrimental to the student experience. The purpose of this session is to educate attendees on the issue of academic ableism, including ways to recognize and avoid it, and to provide resources and edtech tools to combat it. Despite the prevalence of diversity, equity, and inclusion initiatives in colleges and universities, disability is often left out of the conversation, leading to a perpetuation of academic ableism. By attending this session, attendees will gain a better understanding of the issue and be equipped to create a more inclusive academic environment for all students.

Relevance:

Academic ableism is a serious issue in higher education, and it is important to address it to ensure that all students have equal access to education. Despite the increasing focus on diversity, equity, and inclusion in higher education, disability is often left out of the conversation. This session will provide attendees with the knowledge and skills to identify and address academic ableism in their own institutions.

Learning Outcomes:

- Attendees will be able to identify at least 4 examples of academic ableism in higher education.
- Attendees will be able to develop 4 strategies for training faculty members about avoiding academic ableism.
- Attendees will be able to implement 4 assistive technology tools to make their content more accessible to all students.

Content:

The session will begin with a brief overview of academic ableism and its impact on disabled students in higher education. This will include examples of academic ableism and the consequences it can have on student success. The presentation will then cover 4 strategies for avoiding academic ableism, including best practices for creating an inclusive and accessible learning environment. The session will also showcase 4 assistive technology tools that attendees can use to make their content more accessible to all students.

Audience Participation:

Throughout the session, attendees will have the opportunity to participate in several interactive activities. These activities will include group discussions, brainstorming sessions, and hands-on activities that will encourage attendees to apply the concepts and strategies covered in the presentation.

Takeaways:

Attendees will leave the session with a better understanding of academic ableism and its impact on disabled students. They will also be equipped with the knowledge and skills to identify and address academic ableism in their own institutions. Key takeaways from the session will include practical tips for avoiding academic ableism, strategies for training faculty members, and resources for implementing assistive technology tools to make content more accessible to all students.
TikTok, Instagram, and Twitter Assignments in the College Curriculum

1:30 PM - 2:30 PM, May 17

Students are often engaged in social media, but usually not because of academic assignments. Our presentation focuses on ways to use TikTok, Instagram, and Twitter in a variety of assignments that are applicable across disciplines. These assignments include rhetorically analyzing Instagram Reels, giving final presentations on Twitter, and creating TikTok videos for content understanding. We will share our experiences in creating and participating in such assignments. We encourage attendee participation and will provide an opportunity for attendees to create their own social media inclusive assignment with feedback and guidance from us.

Using ePortfolios as a University Tool to Enhance Learning

1:30 PM - 2:30 PM, May 17

As a High Impact Practice, ePortfolios are purposeful digital collections of student work and reflections that showcase learning progress as well as academic and co-curricular achievement throughout the student journey. In this session we will discuss their potential for a positive impact on learning, student engagement, and equity, both at a course level but also as a university-wide initiative. We will share our own journey with ePortfolios, the tools we are using to support them, and share examples of how others are doing the same. We will also harvest best practices from the audience in this interactive session. You will have the opportunity to learn from others and begin reflecting on your own capacities and interest in incorporating ePortfolios into your courses or curriculum.
The academic world is buzzing with discussions about Artificial Intelligence. Is it cheating to use ChatGPT? Is PhotoMath the downfall of teaching online math? Join Beth Ritter-Guth, Associate Dean of Online Learning & Educational Technology, at Northampton Community College in Bethlehem, PA, to discuss these technologies and their place in the academy. This hands-on presentation will allow participants to engage the technology while discussing the merits and disadvantages of their use in a college classroom.

Speaker

Beth Ritter-Guth
Associate Dean, Online Learning & Educational Technology
Northampton Community College

Goodbye Term Paper! Engaging Assignments for 21st Century Learners

Traditional term papers can be outdated depending on your field of teaching. Students are no longer challenged by this assignment. Feedback from my classes suggests that students seek more interesting and challenging assessments. In this session, we explore two of the assignments I use each semester. We examine these assignments from differing assessment styles: grading and ungrading. Attendees will be asked to consider: how can I update my term assessments to reflect the 21st-Century Learner's expectations of college outcomes? Attendees will also be able to see the results of these semester long assignments as well as anonymous student comments from end-of-semester evaluations demonstrating positive responses to unique and challenging assignments that move away from the traditional term paper.

Speaker

Bond Ruggles
Adjunct Faculty
College of Charleston

Level-Up Your Teaching: Applying Gamification in Higher Education

Ready to level up your teaching? Standard university teaching and assessment strategies can be rigid and inflexible, and therefore anxiety-inducing for students. Critical pedagogies are promoting barrier removal and meaningful, relevant engagement. Gamification goes beyond barrier removal to incorporate game-based thinking and play into learning. Students earn points, badges, and rewards; have choice, flexibility, and autonomy; and as a result, attain learning outcomes with positive attitudes, higher-order thinking, and pro-social behaviour. This play-oriented session will engage participants in the theory and practice of gamification in a gamified session that will encourage attendees to apply their learning to their own courses.

Speakers

Kate Thompson
Educational Developer
Dalhousie University

Becky Spencer
Senior Instructor
Dalhousie University

Ainsley MacDonald
Graduate Student
Dalhousie University
**Way Beyond Clickers: Slide Integrated Polling With PollEverywhere, Mentimeter and Sli.do**

Polling application software has advanced far beyond the old-style clickers of days past. Yet, educators can be challenged to explore the ways in which web-based presentation software can more easily integrate polling applications. Session attendees will learn why slide integrated polling makes for a superior learning experience for students and how this education technology offers benefits for educators. Attendees will be exposed to features such as image polling and using QR codes to provide simple poll access. Attendees will see how to integrate polls with both PowerPoint and Google Slides. A head-to-head comparison of three popular polling applications reveals the relative merits of each application so attendees can determine which may best serve their needs and teaching style.

**Speaker**

Steven Bell  
associate university librarian  
temple university

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**Building a Sense of Community and Belonging in an Online MBA**

There were several challenges that needed to be overcome when developing our online MBA program. However, by far the biggest internal challenge was the perception that students enrolling in an online program would not have the ability to engage meaningfully with their faculty or each other. This was fueled by research that underscores that students in online programs often feel a sense of social isolation and a lack of institutional attachment. The purpose of this presentation is to share the steps that were taken to help facilitate a sense of community, belonging, and institutional attachment in an online MBA program.

**Speakers**

Suzanne Healy  
Assistant Dean  
Case Western Reserve University  

Lilly Coye  
Student Success Coach  
Noodle Partners

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**But Wait, There’s More! : Case Studies To Promote Belief Change**

**4:00 PM - 5:00 PM, May 17**

**Case-Based Learning**  
**Prerecorded Session**  
**Watch Anytime**

But Wait, There’s More! : Case Studies To Promote Belief Change

**4:00 PM - 5:00 PM, May 17**

**Case-Based Learning**  
**Prerecorded Session**  
**Watch Anytime**
Case studies are a method under the broader methodology of inquiry-based learning. More than ever, case studies may be seen at the forefront of higher education learning and can be a primary route into deep, meaningful, and situated learning. And yet, case studies may be underutilized for a variety of reasons including a lack of knowledge about their efficacy, worry about potential conflict or viewpoint diversity, or the manner in which a case study can be utilized in all subject area courses. The engagement with questions and various viewpoints inherent in a good case study advances learning through engagement. In turn this fosters a range of outcomes such as communication, collaboration and interactivity, acceptance of viewpoint diversity and intersubjectivity, self-reflection, empathy, potential belief change, among others, that are skills easily transferrable to professional and work-related situations. In a sense, case studies promote learning through questioning. In what some have described as an accelerated society, in which learners are continually bombarded by media and who are aware of AI text generating programs such as ChatGPT, the ability to grapple with a range of often contradictory positions or ambiguities in generating possible outcomes within the framework of authentic intellectual learning.

No longer is learning simply “passive transmission-based pedagogy” (Friesen and Scott, 2013, p. 14) rather students often wish to engage with authentic, real-world problems appropriate to their domain of study and with potential application to post-education situations. As a method, case studies are a relatively flexible form of active learning, that may can be fit to most any university course or area of inquiry and learning. Students participating in a case study engage in active learning in the creation of knowledge. Resultantly, students often demonstrate a high level of engagement and intrinsic motivation as they work through an assignment. Diverse knowledge bases are privileged in a case study and the structure of a case study can support a diverse set of learners who bring their own selves and experiences to discussions. At times students learn there may be multiple solutions to a problem or multiple ways to consider a problem as opposed to learning a single right answer.

Speaker
Christopher Willard
Permanent Instructor
Alberta University of the Arts

Case Study: Managing Classroom Support Operations with Student Staffing
⏰ 4:00 PM - 5:00 PM, May 17
Experiential Learning Prerecorded Session Student Success Watch Anytime

The Ohio State University Learning Environments Team will review its student staffing process. Presenters will share case studies of developing self-directed opportunities for the students to develop their projects. The process will include hiring and training student technicians that support classroom technology. Examples of student developer roles, student leadership roles, and instructional design development will be shared. The panel will include testimonies from students who became employed in staff roles at the university.

Speakers
Chris Harshfield
Classroom Services Manager
The Ohio State University

Andy Vogel
Instructional Designer
The Ohio State University

Noah Hein
Enterprise Applications Developer
Ohio State University

Gabe Nelson
Enterprise Applications Developer
Ohio State University

Catchphrase: Adopting Improv Techniques for Creating Scenario-Based Learning
⏰ 4:00 PM - 5:00 PM, May 17
Prerecorded Session Student Engagement Watch Anytime
Educators should learn how to devise dynamic and customized learning paths to create thought-provoking and research-derived low-stakes learning experiences because this is the future of higher education. This type of learning can be a simple vignette or a complex several-scene scenario that can eventually be the backbone for a more robust experience, such as in Augmented and Virtual Reality opportunities for the higher education community to consider. While these activities are often fun and relatively easy to play, planning and devising scenario-based learning includes one of the main roadblocks, writing effective dialogue. Writing clear and actionable delivery to relay information for scenario-based training can be tricky. Candace will offer some simple strategies derived from Improv.

Speaker
Candace Hall
Instructional Designer
Colorado State University

Creating an Engaging General Education Experience by Utilizing Instructional Design Best Practices

General education courses can create barriers for students in their higher education experience. To help address this, CSP had a mission to reduce the number of general education course options to create a more streamlined pathway for students to navigate through. At the same time, we aimed to develop consistent general education course design standards and updated content. By looking at our general education program from a holistic view, we were able to create a consistent experience for both students and instructors, resulting in more defined pathways and credit transfer-friendly courses. As a side effect, our Curriculum & Instruction Center team was also able to put our processes through a pressure test by simultaneously working with various timelines, personalities, and course subject matter.

Speakers
Kate Thomson
Assistant Director of Instructional Design and Technology
Concordia University Saint Paul

Stephanie Douglass, PhD
Instructional Design Coordinator
Wiley University Services

Don't Be "Clueless" About Mindfulness in the Virtual Online Environment

Mindfulness and mental health are a serious topic, especially the impact regarding the virtual environment and online education. In this session, we will discuss how be mindful while teaching online. There is a unique twist to this presentation as we will be using pop culture for our discussion.

Speakers
Ron Stafford
Head Librarian
Northeastern Technical College

Derk Riechers
Director, Online College
Northeastern Technical College

Effectively Integrating Group Work in Remote Settings

Effectively Integrating Group Work in Remote Settings

Effectively Integrating Group Work in Remote Settings
Students have generally disliked group work and group work in online courses can be even more challenging as online learning serves a wide-variety of students. This session will assist faculty in successfully integrating group work in their courses. The presenters will share how their approach to group work evolved while working with students who are still struggling with the “pandemic effect” and ramifications to their learning.

Speakers
- Kelly Kornkven
  Library Director
  Mayville State University
- Christine Gonnella
  Instructional Designer
  Mayville State University

Exploring the Multidisciplinary Nature of Instructional Design
⏰ 4:00 PM - 5:00 PM, May 17

Instructional design is often viewed as an insular profession with specific skills, cultivated for the purpose of developing learning experiences. While instructional design has a rich history filled with research, strategies, models, and methodologies, it's still a relatively young profession. Yet the reality is that instructional design itself draws on many related fields in support of its own existence, such as neuroscience, psychology, project management, computer science, and graphic design. These fields have enriched our ability to create engaging and high-quality experiences. Thus, it stands to reason that instructional design can draw on the influences of an even broader base of professions to enrich the designer’s ‘toolkit’.

Speakers
- Megan Kohler
  Lecturer/Learning Designer
  Penn State
- Chris Gamrat
  Assistant Teaching Professor
  Penn State

Implementing a Co-requisite Support Class for Struggling Students
⏰ 4:00 PM - 5:00 PM, May 17

The College of Charleston math department successfully implemented a co-requisite College Algebra course for students who have been identified as likely to need extra support in their math course work. This co-requisite class provides additional time for students to work through problems, discuss problems together, and get questions answered that they may not have been able to ask in their traditional math class. Mathematics graduate teaching assistants teach the course and provide office hours and tutoring in the math lab. We have offered the course both online and face to face. As the course coordinator, I will provide explanation on how our course is set up, what I do behind the scenes and answer any questions you may have about setting up a similar program in any content area.

Speakers
- Amber Davidson
  Instructor
  College of Charleston
- Rachel Hunter
  Instructor
  College of Charleston
Inclusivity: Learning Designed For All
4:00 PM - 5:00 PM, May 17

Student feedback is one of the greatest opportunities to both assess and improve course quality. We realize that we miss some key data as to why students do and don’t engage in the courses we present. This inclusivity session discusses designing successful experiences for all learners where both introverts and extraverts learn best. Course design needs to include all students so they know they have the opportunity to succeed in the course through significant learning as they develop the skills necessary in the workplace. In working with faculty during the pandemic, we realized the importance of designing courses so extroverts and introverts can grow and as a result create ambiverts who are ready to advance at work. Using well-designed pedagogy, we are making this dream a reality.

Speakers

Karen LaPlant
Curriculum/Instructional Design
Metropolitan State University

Zala Fashant
Faculty, Dean-retired
Minn State System

Lessons Learned in Integrating Small Teaching Methodologies in Health Sciences Courses
4:00 PM - 5:00 PM, May 17

Are there effective small changes you can make to your course design? James Lang’s text, Small Teaching, provides quick classroom and online learning techniques to increase meaning, recall, and connection. As higher education classrooms become more diverse, presenters explored low-stake and quick activities educators can employ to strengthen students’ retention and participation. To determine effectiveness, health science professors analyzed survey data and anecdotal feedback. Attendees will list Small Teaching activities, understand how effective techniques are in health sciences, and discuss activities to personally implement in future courses.

Speakers

Megan Richmond
Assistant Professor
Limestone University

Amber Williams
Associate Professor
Limestone University

Mastery Discussions for Online Teaching
4:00 PM - 5:00 PM, May 17

Discussions can be used in any online course, even a technical subject like math. Example discussions will be given where students are asked to complete a discussion assignment. Different examples of grading rubrics will be given for these discussions. Responses from the professor to the students will be shown to demonstrate how to lead the student to the desired response. This presentation covers three types of design for online discussions, including Introductory, Creative Content and Problem Solving. There will also be three types of assessments demonstrated for online discussions: Completion Grade, Percentage Rubrics, and Mastery Based Grading.
Meeting Mentors and Mentees in the Middle: Strategies for Successful Mentoring of New Faculty

As educators, a significant part of professional advocacy is feeling a sense of belonging and connectedness within a specialized environment. Research is clear: when faculty feel a sense of psychological membership to their institution, a well-defined conduit towards career fulfilment can be realized. Equally as valid, if one faces loneliness, isolation, or withdrawal, the chances of a successful tenure bid could be in jeopardy. This reality is especially true of BIPOC populations of scholars, as well as women in certain male-dominated disciplines such as science, technology, engineering, and mathematics.

This session will begin with an integrated definition of mentoring based on the extant literature. Next, the mentorship of underrepresented groups will be discussed. To this end, informal networks will be explored as safe spaces for professional advocacy, an important component of promotion in the age of sweeping changes in postsecondary education. Despite the best laid plans, sometimes mentoring relationships do not function as intended; therefore, strategies for course correcting or termination of the mentoring relationship will be explored. Finally, implications for policy makers and administrators at the departmental and greater institutional level will be addressed.

One Button Studio: Changing Technologies for Changing Times

Last year, I introduced the One Button Studio and why you should build one on your campus. This year, what are the new technologies, in these changing times, that you should add to your studio to make it more engaging for students and more practical for faculty to use their valuable time to produce high quality videos for their classes? Join me in this journey to the future of the One Button Studio 2.0!

SUNY’s Exploring Emerging Technologies for Lifelong Learning and Success (#EmTech)
This workshop introduces faculty to freely available established and emerging technologies to build learning activities into teaching practices both in the classroom and online through the State University of New York’s Exploring Emerging Technologies for Lifelong Learning and Success (#EmTech; http://suny.edu/emtech).

This discovery-learning opportunity has two parts; #EmTechMOOC and EmTechWIKI.

#EmTechMOOC is a Coursera-based Massive Open Online Course structured around the 4Cs of 21st-century skills. Discovery Exercises encourage instructors to explore digital tools including blogs, wikis, collaborative spaces, audio-video, open educational resources, simulations, and more. EmTechWIKI is a socially-curated collection of technology tools, tutorials, and resources. The WIKI can be used as a stand-alone resource, or it can be used together with #EmTechMOOC.

Outcomes
- Participants will identify the value and implications of using established and emerging technology tools for teaching, learning, and personal advancement in today’s digital age.
- Participants will gain strategies to develop lifelong learning habits to keep pace with technology change.

Hands-on discovery and exploration of the EmTechWIKI resources will allow participants to build a personal toolbox and learn how to effectively use web-based technology tools within teaching and learning.

Instructors who have the desire to stay current with today’s rapidly changing technologies to help students gain digital literacy and 21st-century skills are invited to participate in this open-access course.

We invite everyone to attend this workshop to learn more about this free online digital skills training opportunity!

Speakers

Roberta (Robin) Sullivan
Teaching & Learning Strategist
University at Buffalo

Nicole Simon
Professor
SUNY Nassau Community College

Cherie van Putten
Instructor Designer
Center for Learning and Teaching Binghamton University

Chris Marchese
Associate Professor of Business Administration
Nassau Community College

Teaching and Learning Clinical Skills from a Distance: UDL Principles to the Rescue

4:00 PM - 5:00 PM, May 17

Online learning provides opportunities that were never before possible, however, certain skills are difficult to teach from a distance. Universal Design for Learning (UDL) principles offer ways to design for such difficult subjects and skills as clinical mental health and rehabilitation counseling core standards and skills from a distance. In this presentation, UDL principles will be explored to reveal strategies for including hands-on activities in the classroom that would enable the learning of counseling skills.

Speaker

Euchay Ngozi Horsman
Associate Professor
Southern Arkansas University Magnolia

We're Here: LGBTQ+ Stories of Identity, Mentorship, and Community from an Academic Organization
Dr. Perini (he/him) is a White, male-presenting, nonbinary postdoc at Rice University and a member of the INFORMS academic/professional society. As an INFORMS DEI Ambassador, Dr. Perini invited 11 participants to share stories related to identity, mentorship, and community under pseudonyms. Please join Dr. Perini in a tour through these stories: even guided by someone who is both over-privileged and under-trained in the humanities, he believes the participants' quotes will speak for themselves. Topics will range from the challenges of coming out, the motivations for (not) being visibly out in academia, the need for diversity of all genders, and experiences highlighting intersectionality. Some recommendations will be given for unmet needs.

Speaker

Tyler Perini
Pfeiffer Postdoctoral Instructor
Rice University

When the Instructional Designer Turns Student

Dorothy Hoerr taught and designed fully online courses for 20 years, including at a private organization, a small local college, and large, national universities. But the one thing she had never done was actually take an online course for college credit herself. When she enrolled in her first online course in the fall of 2022, it changed her understanding of good course design. In this session, you’ll see what the online learning experience looks like to a student who happens also to be an experienced instructional designer. Whether you design courses yourself or work with others who do, learn what you can do to make the student experience more successful.

Speaker

Dorothy Hoerr
Instructional Designer
Albright College

Meet-ups (Optional)