

# SUMMIT 2021

Thursday, October 7th

10:00am – 10:50am

## I Innovative Teaching Talk – Concurrent Session 1 – Denali Room

Denali Room

*Presenters: Jessica Hale, Kristina Rouech, Betsy VanDeusen, Sarah Cogle, Sylvia Rogers, Rebecca Maxson, Mary Dioise Ramos, Jennifer Ward*

### **Assessing Students Course Knowledge Using a Group Process Map**

Kristina Rouech - Central Michigan University

Betsy VanDeusen - Central Michigan University

*Innovative educators continually strive for better ways to engage students in course content and reflect on learning. A Group Process Map is a reflective activity used at the end of the semester to assess student learning. This presentation will share the process, examples, and rubrics for using a Group Process Map with undergraduate and graduate students in online and face to face settings. Participants will see how students are able to display their knowledge about course content with text and visuals tied directly to course learning outcomes. This innovative teaching tool can be used across disciplines in a variety of classroom settings.*

### **Reverse Case Study: Enhancing Creativity and Engagement Among Nursing Students in Complex Health Topics**

Mary Dioise Ramos - Kennesaw State University

*Reverse case study is a strategy that can be defined as a flipped instructional approach that can be used in various courses and programs. The purpose of reverse case study is to promote critical thinking and problem-solving skills among students to develop one or more scenarios while being presented with limited data. The presentation will enable educators from different disciplines to consider utilizing the reverse case study to emphasize the importance of a flipped instructional approach to enhance creativity, student engagement, collaboration, teamwork, prioritization, reflective learning, and critical thinking among students.*

### **RXcape: A Virtual Escape Room for Authentic Learning in a PharmD Curriculum**

Sarah Cogle - Auburn University Harrison School of Pharmacy

Rebecca Maxson - Auburn University Harrison School of Pharmacy

Sylvia Rogers - Auburn University Harrison School of Pharmacy

*A virtual escape room activity, RXcape, was designed for a pharmacy school curriculum to help students apply newly learned knowledge in an authentic setting. RXcape was created for small groups of students to "race" each other to solve four scenarios as quickly as possible. It was designed using real-world props and screenshots from an electronic health record. Students solved multiple scenarios using an electronic questionnaire. This activity could be modified for any number of students in any course. Due to the COVID-19 pandemic, RXcape was adjusted for physical distancing regulations.*

### **Ungrading: The Good, The Bad, The Ugly**

Jessica James Hale - Kennesaw State University

Jennifer Ward - Kennesaw State University

*Throughout our teaching careers we have both struggled with the ways in which traditional marking has stood in the way of learning in our classes. This struggle led us to find ungrading, a philosophy of focusing on student learning rather than numeric grades. In this session we will share what has worked, and not worked, for us as we have moved away from traditional marking to ungrading. We will share syllabi language, feedback structures, student feedback, and how we determine final grades.*

10:00am – 10:50am

I **Innovative Teaching Talk – Concurrent Session 1 – Kilimanjaro Room**

Kilimanjaro Room

*Presenters: Karen L Neal, Steve Elliott-Gower, Harold Mock, Anna Smith, Carson Shuler, Laura Schisler, Susan Craig*

**Assigning Policy Blogs as an Introduction to Social Advocacy, Formation of Policy, and Development of Intervention**

Karen L Neal - Queens University of Charlotte

*In this demonstration, instruction and assessment materials will be provided for a briefly written, peer-reviewed and class presented Policy Blog assignment. Participants will also learn how the exercise develops skills related to applying research to grant proposal and policy writing, intervention formation, and community advocacy-skills, all valuable to higher education courses with an emphasis on social awareness and accountability. Examples of Policy Blogs from professional organizations will be presented. In addition, graduate level programing in community psychology and resulting careers will be introduced.*

**Leadership Lessons from Crisis Role-Playing**

Steven Elliott-Gower - Georgia College & State University

Harold Mock - Georgia College & State University

Anna Smith - Georgia College & State University

Carson Shuler - Georgia College & State University

*This session describes a National Security class designed to, among other things, develop students' leadership skills through crisis decision making and reflection. The session describes the leadership challenges the students faced, and reports on leadership development in part through classroom observation and student reflection essays.*

**The 3 P's of Online Student Engagement**

Laura Schislerr - Missouri Southern State University

Susan Craig - Missouri Southern State University

*Engaging a diverse group of students can be a daunting task in a traditional classroom- requiring those students to move their education online during a pandemic while still engaging them with course content might seem like an impossible task. However, with a few intentional modifications to course design and delivery, students can remain engaged online. In this session, learn about one approach to online student engagement- the Three P's! Following this session, participants will be able to apply the Three P's to their own online course design using the provided examples as guidelines.*

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10:00am – 10:50am

S **SoTL Brief – Concurrent Session 1 – Aconcagua Room**

Aconcagua Room

*Presenters: Ingie Hovland, Charles Wynn*

**How Can I Encourage Undergraduate Students to Think About What They Read Before Class? An Inductive SoTL Project in the Humanities**

Ingie Hovland - University of Georgia

*This paper describes an inductive SoTL project on pre-class reading among undergraduate students in a humanities class. I begin with my initial question: How can I encourage students to think about what they read before class? I describe how my SoTL question evolved through five "life stages," what I did at each stage, and how my students responded. In conclusion, my students thought "making a map" was the most useful tool for helping them understand what they read before class. I discuss how this humanities finding can be translated into a broader concept of "making-while-reading" that can also be useful to instructors in other disciplines.*

**Improving Student Thinking Skills in the College Survey Course: Can Problem-Based Learning Make It Happen?**

Charles T. Wynn - Kennesaw State University

*Critical thinking and problem solving are common goals of general education. Common teaching methods provide few opportunities for students to practice and acquire these skills. This session shares a problem-based (PBL) method that targets these skillsets and shares results from a mixed methods study that tested the effect of PBL and metacognitive reflection on the development of postformal thinking (PFT) skills among first-year learning community students. Results indicated significant PFT gains may be facilitated through modeling and cognitive scaffolding of PFT systems without identifying and reflecting on the cognitive systems utilized.*

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10:00am – 10:50am

S **SoTL Brief – Concurrent Session 1 – Fuji Room**

Fuji Room

*Presenters: Brenda Coppard, Angie Bahle-Lampe, Allison Garefino, Nashay Lowe, Anne Chance, Ali Maloy*

**A Model for Interprofessional Consultation Between Business and Healthcare Students at a Midwestern University: A Mixed-Methods Study**

Brenda M Coppard - Creighton University

Angie Bahle-Lampe - Creighton University

Ali Maloy - Creighton University

*The purpose of this mixed-methods study was to measure accounting and occupational therapy students' perceptions of their participation in an interprofessional learning activity. The measures included pre- and post-scores from the Interprofessional Socialization & Valuing Scale (ISVS), and qualitative data from student assignments resulting from the interprofessional experience and open-ended questions that were added to the post-ISVS survey. Results from qualitative data and statistically significant ISVS pre- post-scores led to a quality improvement plan.*

**Applied Comprehensive Training for Emerging Professionals: The Multiple Benefits of a Vertically Integrated Lab**

Allison Garefino - Kennesaw State University

Anne Chance - Kennesaw State University

Nashay Lowe - Kennesaw State University

*De-siloing knowledge centers is an often-discussed subject in academia, but what impact does it have on preparing students to face real world challenges? This vertically integrated program (VIP) lab utilizes the combined talents of three different colleges at the university and augments them with local, regional, and national organizations to provide emerging professionals from several different disciplines with a relevant, experiential foundation for launching their respective careers. Using an established program as a case study, this session outlines how to setup and evaluate the VIP lab and discusses its limitations.*

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10:00am – 10:50am

S **SoTL Brief – Concurrent Session 1 – Kinabalu Room**

Kinabalu Room

*Presenters: Kei Tomita, Valerie Whittlesey*

**Learning by Explaining: Mini-Presentation Generative Learning Strategy**

Kei Tomita - Kennesaw State University

*Professionals need to communicate their decisions in logical, concise, and convincing manners. However, students in our interaction design program struggle with explaining why they make certain design decisions. With this context, I constructed a new generative learning strategy named mini-presentation, referring to learning-by-teaching literature. In essence, each student gives a short presentation, ranging from one to two minutes, to critique existing work or justify their own project using the theories covered in the lectures. The results of semi-structured interviews and open-ended surveys suggest that the mini-presentation strategy is beneficial not only for communication skills but also for concept understanding and remembering. This session provides a detailed discussion of how the mini-presentation strategy could enhance concept learning, regardless of discipline.*

**The Strategy Project: Enhancing Self-Regulated Learning in an Introductory Psychology Course**

Valerie Whittlesey - Kennesaw State University

*Success in college requires development of self-regulated learning skills. Steiner (2016) designed a learning strategies intervention assignment where students in first-year seminar courses selected another course for the intervention; courses selected were in a variety of disciplines. Student reflections indicated improved self-regulated learning strategies and self-reported academic performance in the selected course. The current study implemented the intervention in a general education Introduction to Psychology course. Results indicated increased self-regulated learning and actual academic performance as a result of the intervention.*

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10:00am – 10:50am

**S SoTL Brief – Concurrent Session 1 – Matterhorn Room**

Matterhorn Room

*Presenters: Dan Niederjohn, Kelly E Theisen*

**Growth Mindset for Student Support**

Kelly E Theisen - SUNY-Plattsburgh

*Students in the current Covid-19 pandemic need more support than ever to be successful in their courses, and previous research has shown that having a growth mindset can improve student academic outcomes. This presentation will focus on data collected in fall 2020 from an upper level STEM course where several short activities were completed over the semester to help students foster a growth-mindset. Survey responses indicate that 97% of students felt supported, 85% of students felt they had more of a growth mindset at the end of the course, and that the most helpful activities were those given early in the course, and indeed on the first day. The growth mindset activities presented are not specific to this course, or even to STEM courses in general, and instead focus on student reflections and how they can approach academic challenges with a growth mindset.*

**Increasing Growth Mindset and Performance in the College Classroom**

Daniel Niederjohn - Kennesaw State University

*The purpose of this study was to investigate the relationship between professor communication throughout the semester and student self-efficacy and related growth mindset. The study looks at internal and external factors related to learning and performance in the college classroom. Undergraduate students were contacted throughout the semester via email with either growth- or fixed-mindset communication from the professor. Results compare the impact of the two types of communication on student learning and self-perceptions. The discussion will focus on what we can learn from these results to increase student engagement and performance.*

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11:00am – 12:15pm

**P Plenary Workshop - The Scholarship of Teaching and Learning: What It Is, How You Do It, and Why You Should**

Aconcagua Room

*Presenters: Laura Cruz*

**The Scholarship of Teaching and Learning: What It Is, How You Do It, and Why You Should**

Laura Cruz, Ph.D.

*You are invited to join us for a lively session where you will learn more about what the Scholarship of Teaching and Learning (SoTL) is, how you can integrate it into your scholarly work, and (at least some of) the reasons why you might want to. We will follow an inquiry-guided process to explore SoTL, including its purpose, methods, and applications to your teaching and learning practice. Our discussion will also include attention to emerging questions that are being asked about teaching and learning and the role SoTL aspires to play in addressing them. During the session, you will have the opportunity to explore new and existing SoTL work while also getting a head start on a potential project of your own.*

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12:15pm – 1:00pm

**B Lunch Break**

TBA

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Presenters: Shawn Gaulden, Jessamyn Neuhaus, Katrina Swinehart Held, Dr. Jessica Parks

**Course Syllabi: An Uncommon Way to Use This Common Document to Support Students**

Katrina Swinehart Held - Central State University

*Homelessness, hunger, poverty, and mental illness are all issues that university students face every day. The current pandemic has caused many additional barriers for students seeking an education. Additionally, the pandemic has put in place even more obstacles to the faculty and staff searching for ways to provide support to students. How do we provide those tools to students who are apprehensive about sharing their struggles? Perhaps your course syllabus could be a way to share resources with students anonymously. The teaching techniques explored in this workshop will examine shifts in course syllabi content to connect students with resources to help with their most dire needs. Additionally, strategies will be suggested for encouraging student engagement with course syllabi and communication tools.*

**Using Un-Essays to Increase Student Engagement and Inclusion**

Jessamyn Neuhaus - State University of New York at Plattsburgh

*Advocates of "un-essays" (student-generated research projects that can take almost any form, except a traditional written essay) argue that it enables students to demonstrate knowledge in unique, individualized ways, encouraging more active engagement with content. The un-essay also expands academic inclusion by offering students an unlimited number of ways to successfully complete scholarly research. My talk gives an overview of un-essay assignments contextualized in the scholarship on teaching and learning on student engagement. I include visual examples of completed undergraduate un-essays and pose questions for further research.*

**Using Poverty Simulations to Teach College Students About Poverty**

Jessica M Parks - Nevada State College

*Poverty has severe implications for Americans' access to healthcare, housing, and overall well-being. Whether it be nurses, teachers, or business owners, college students may interact with impoverished families in their future careers. However, many college students tend to have negative attitudes toward those living in poverty and are generally less educated on the complexities of poverty (Coryn, 2002; Zosky & Thompson, 2012). Educating them on the realities will enable them to serve low-income individuals in their professions better. In the wake of the COVID-19 pandemic, both poverty and online learning have become more prevalent. Thus, teaching using online poverty simulations "kills two birds with one stone." It engages students virtually while teaching them about poverty. After this presentation, attendees will identify ways to integrate digital poverty simulations into their classrooms. Attendees will be allowed to brainstorm ideas of how to apply poverty simulations in their classrooms.*

**Walking the Line of Poverty: Using the Foundry and Critical Thinking to Enhance the Online Classroom Experience in an Undergraduate, Introduction to Sociology Course**

Andrea Arce-Trigatti - Tallahassee Community College

Shawn Gaulden - Tallahassee Community College

*This contribution features the redesign of Walking the Line of Poverty - a four-part collaborative activity that engaged students' understanding of poverty as a social issue in an undergraduate Introduction to Sociology course at a two-year institution. Two pedagogical tools guided this redesign: The Renaissance Foundry Model and the Association of American Colleges & Universities (AAC&U) Critical Thinking rubric. This activity intentionally created spaces for students to rethink major concepts related to income inequality, especially those less exposed to income diversity, by applying critical thinking skills to solve a real-life challenge.*

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*Presenters: Angela Carmon, Rachel Gurvitch, Gi-cheol Kim, Sarah Park, LeeAnn Roberts, Alvina Atkinson, D. Natasha Brewley, Diane Perilli, Semire Dikli*

**Digital Pedagogy: The Importance of Learner Learner Interaction in Online Higher Education Settings**

Angela Carmon - Georgia State University

Rachel Gurvitch - Georgia State University

Kim Kim Gi-cheol - Georgia State University

*The purpose of this presentation is for the authors to share best practices, examples; and applications of Learner Learner interactions in the context of Sexuality Education for P-12, online graduate level course; however, these ideas for integration of LL interaction best practices and strategies are suitable and can be adjusted for a wide variety of online courses, across all grade levels. The authors share three core practice principles that focus on nurturing LL interactions in online courses: 1) Netiquette expectations, 2) Students' independent channels of communications, 3) Content-specific peer feedback.*

**Equipping Students with Study Skills They Need to Succeed**

Sarah Park - Georgia Gwinnett College

Lee Ann Roberts - Georgia Gwinnett College

Alvina Atkinson - Georgia Gwinnett College

D. Natasha Brewley - Georgia Gwinnett College

*An increasing number of students who need support to succeed in college-level work are enrolling in colleges. In response, schools within the USG use a corequisite approach in the first-year gateway courses. Students benefit when they are equipped with a myriad of study strategies that are embedded into the support course structure. The presenters will share a catalog of study skills they have incorporated into their online and hybrid corequisite courses which include harnessing the power of positive thinking, growth mindset, and reaping the benefits of deep breathing and meditation.*

**Supporting Adult Students' Learning Of Accounting and Building Connections in a Remote, Flexible Setting (Pre-Pandemic)**

Diane Perilli - SUNY Empire State College

*In teaching asynchronous courses in accounting, I have observed the adult students' challenges in independently learning the material. To address this and to reduce the need for repeated individual instruction, I designed a plan to hold voluntary virtual synchronous group meetings. In these meetings, I provide a space to deliver instruction and to connect with the students. I will share my rewarding experience of this model and how my adult students willingly embrace the support and connection in this flexible setting. I will also share how this pre-pandemic practice prepared me for remote teaching.*

**Using PeerMark for Online Peer Review Assignments**

Semire Dikli - Georgia Gwinnett College

*This presentation focuses on the use of a peer review tool called Turnitin PeerMark in a composition class. Turnitin PeerMark is already embedded in many course Learning Management Systems (LMS) along with the plagiarism detection software (Turnitin Similarity), and it has many other capabilities that allow teachers to assign online peer review activities successfully.*

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*Presenters: Jessica Stephenson, Dennis Charsky, Beth Kirsner, Ndala Booker, Simon Lolliot*

**Enhancing Student Learning and Success With Foundational Critical Thinking**

Ndala M. Booker - AdventHealth University

*This session is for instructors who are interested in a powerful, innovative strategy that creates a foundation for student learning on the undergraduate level. Participants will learn how to use this strategy to engage their students in their course related content, for both didactic and applied activities. In this 10 minute talk, Dr. Ndala Booker will share an innovative pedagogical approach of adding critical thinking components into First Year Experience courses.*

**Guest Lectures Revitalized by Moving Them Online**

Dennis Charsky - Ithaca College

*For a decade the Roy H. Park School of Communications at Ithaca College has started off the academic year with a course titled S!Park. The course is taken by all first-year students in their very first semester and is meant to introduce them to the field of communications. A large portion of the course involves bringing in [x] alum who, by and large, attend as virtual guests with students in a large lecture hall. Due to the pandemic this all changed, students, faculty, and guests were all virtual and this necessitated a different teaching strategy. The session will detail our changes and how they had a positive impact on the course.*

**Maximizing the Benefits of Bringing Guest Speakers into Your Classroom**

Beth Kirsner - Kennesaw State University

*Guest speakers can enhance a college course in any discipline. They can reduce prejudice toward unfamiliar groups and answer questions students might not otherwise be able to ask. They can provide expertise the instructor may not possess, bridge the gap between classroom and career, and reinforce course content presented in other formats. In the process, they increase student engagement. In this Teaching Talk, I will discuss types of guest speakers, how to locate them and determine their suitability for your course, how to prepare the guests and your students, and how to assess the value of these visits.*

**Making Practice Accessible: Leveraging h5p for Accessible Interactive Formative Assessment Opportunities for All Students**

Simon Lolliot - University of British Columbia

*The price of university in North America is significantly higher than other developed countries (OECD, 2018) and the cost increases dramatically for international students. These costs exclude purchasing textbooks and other class materials. Open textbooks are becoming an increasingly popular tool to reduce the financial burden on students. They often lack, however, the formative assessment opportunities that commercial publishers offer. In this session, we will explore an easy, free way to develop interactive formative assessment opportunities using h5p and will demonstrate how they can be utilized directly in the open textbooks.*

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*Presenters: Jason Pitt, Dr. Ted Murcray, Benjamin Sanders, Marcia Gay, Gabriel Estrada*

### **Did They Learn It Here?: Using Effect Size to Measure Student Learning**

Ted Murcray - California Baptist University

Marcia Gay - California Baptist University

Gabriel Estrada - California Baptist University

Benjamin Sanders - California Baptist University

*The conversation about teaching has moved from "Did I teach it?" to "Did the students learn it?" One Faculty Learning Community (FLC) took it one step further by asking the question, "Did the students learn it because of my class?" Assessments measure what students know, but they could be capturing what students learned in courses prior to coming to class. By implementing pre-test measures, instructors can use effect sizes to determine how much students learned as a result of the class. This presentation will provide the steps we took to measure student learning, what we found through our project, and next steps in the process.*

### **\*\*THE FOLLOWING SESSION HAS BEEN CANCELLED\*\***

#### **Repeated Testing Improves Exam Performance as a Function of Review Question Number and Format**

Jason Pitt - University of Evansville

*Repeated testing is a reliable method to improve exam scores that can be carried out both in class (e.g., clicker questions) and outside of class (e.g., homework assignments). However, it is not clear whether the effectiveness of repeated testing varies as a function of the number and format of review questions. In this study, 160 exam questions were randomly assigned variable numbers (0-3) and formats (i.e., open-ended and multiple-choice) of review questions to be completed before the exam. Exam performance improved most with at least two multiple-choice review questions, while open-ended review questions provided modest improvements.*

*Presenters: Chelsea Wesnofske, Ginny Boss, Carla White Ellis*

### **Equity, Diversity, and Inclusion in First-Year Seminars**

Chelsea Wesnofske - University of Georgia

Ginny Boss - University of Georgia

*The syllabus is arguably one of the first artifacts of teaching college students encounter and it contributes to the socialization of first year students into the collegiate environment. This study analyzes the syllabi of [institution removed for blind review]'s First Year Odyssey program to better understand the ways in which these syllabi perpetuate or challenge issues of equity, diversity, and inclusion (EDI) through their language and tone and influence the socialization of first year students. Insights from this study can help instructors craft the syllabus as a learning tool that integrates EDI.*

### **Transparency in Learning, Assignments and Outcomes**

Carla White Ellis - Johnson & Wales University

*This study explored the efficacy of a simple teaching intervention (developed by the TILT Higher Ed Project) in a population of students in the College of Arts & Sciences at Johnson & Wales University. Since the Transparency Project has demonstrated that a simple teaching intervention can generate a statistically- significant increase in the success of first-generation, underrepresented, and low-income college students in particular, faculty from four departments within A&S participated in the study. The participating faculty members administered either an original version of an assignment, or a modified version, shown to be effective. All departments saw a minimum of a five-point increase from students that received the modified version, following the TILT project guidelines.*



*Presenters: Ginny Zhan, Jenn Stroud Rossmann, Sabine Smith, Shane Peterson, Awatef Ergai*

### **Impact of Women's and Gender Studies on STEM Identity Development**

Jenn Stroud Rossmann - Lafayette College

*We explore the impact that participation in WGS courses that focus on STEM-related issues--such as critiques of objectivity or the gendered/raced history of scientific and technical knowledge--can have on diverse undergraduate populations, especially relative to those populations' formation of STEM identities. A strong STEM identity has been shown to contribute to students' academic and personal development (Stevens, 2008), persistence (Foor and Walden, 2007), and professional success (Tonso 2006). Drawing on the work of bell hooks (1994) as well as Patricia Hill Collins (1993), we hypothesized that students who engage with critical theorizing around identity, power and practice would feel increased agency from the act of naming systems of power and oppression and would feel empowered to transform such systems, and that this form of empowered agency might strengthen their identity formation and sense of belonging in STEM. A combination of surveys and focus group interviews surfaced three strong themes: (1) a shift in students' understanding of their STEM experiences from the individual to the systemic; (2) increased agency and confidence through knowledge tools; and, (3) a critique of STEM objectivity. Participants described their WGS experience as clarifying vision or revelation: glasses, lenses, and veil-lifting were common metaphors used by students interviewed. They reported feeling empowered by engaging in WGS' use of a critical lens to examine patterns of identity and dis/advantage in STEM, and newly aware of their own value within the culture of STEM. Our results suggest that the disciplines of gender studies and critical race theory may be powerful avenues to advance the agency and thriving of diverse STEM students.*

### **Using Story Circles to Enhance Teamwork in the Engineering Classroom**

Awatef Ergai - Kennesaw State University

Shane Peterson - Kennesaw State University

Sabine Smith - Kennesaw State University

Ginny Zhan - Kennesaw State University

*Teamwork and communication skills are integral to the 21st-century workplace, especially in STEM fields. At American universities, however, most engineering programs and students focus almost exclusively on the development of a technical skillset, despite accreditation standards that equally value teamwork, communication, and intercultural competence. In our pilot study, we assess the impact of Deardorff's Story Circles method (UNESCO, 2020) on teamwork and communication skills within an engineering course project. Quantitative and Qualitative results from surveys measuring learners' attitudes toward teamwork (pre- and post-intervention) and learners' responses to the Story Circles activity will be presented and discussed.*

*Presenters: Mays Imad*

### **Cultivating Moral Imagination Through Remembrance Pedagogy**

Mays Imad, Ph.D.

*In this session, we will consider how we can help ourselves and students cultivate a healthy relationship with the past—using a “pedagogy of remembrance”—so we better understand our shared humanity and move forward to forge a path for a better future. I argue that this cultivation of students' moral imagination involves what the Brazilian educator and philosopher Paulo Freire calls “Conscientization”—the process of becoming conscious of problems and taking action against oppressive elements in our culture. What utility does an education that centers moral consciousness offer us individually and collectively? How can we enact a pedagogy of remembrance, of conscientization within our courses and at our institutions? Together, we will examine the pivotal role educators can play to help their students develop a healthy and guiding relationship with the past in order to forge a pathway for an equitable and just future.*

3:15pm – 4:30pm

**P Plenary Workshop - Playing Hopscotch to Generate Well-Informed SoTL Research Designs**

*Presenters: Iván M. Jorrín Abellán*

Aconcagua Room

**Playing Hopscotch to Generate Well-Informed SoTL Research Designs**

Iván M. Jorrín Abellán, Ph. D.

*Hopscotch, a theoretical model and webtool, will be presented in this workshop as a resource to generate well-informed SoTL research designs. In addition to becoming acquainted with the nine steps proposed by Hopscotch's framework in the development of thorough qualitative, quantitative and mixed-methods designs, participants will use the webtool to generate a visual representation of the key elements of a SoTL study they are interested in.*

4:40pm – 5:30pm

**I Innovative Teaching Talk – Concurrent Session 3 – Denali Room**

Denali Room

*Presenters: Karthika Krishna Pillai, Amita Krautloher, Phong Luu, Perry Binder, Nikki McGary, Kathy Taylor*

**A Multimodal Approach to Engaging Undergraduate Students in a Work Integrated Learning (WIL) Course**

Karthika Krishna Pillai - Charles Sturt University

Amita Krautloher - Charles Sturt University

*WIL is a crucial opportunity in an undergraduate Engineering course, as it assists students to develop their professional identity. In addition to the experiential and observational learning opportunities at placement, students must engage in peer interaction to develop shared and negotiated insights to maximise learning. This session discusses the use of a/synchronous teaching and learning activities to i) personalise students' professional development through scaffolded assessments ii) develop a sense of professional community through peer-peer engagement and iii) enhance their employability skills beyond the learning outcomes of the subject(s)*

**How to Effectively Incorporate Applied Problems Into the Teaching of Statistics**

Phong Luu - University of North Georgia

*In teaching elementary statistics, instructors usually focus on computational skills rather than on data interpretation. To help students with data interpretation skills, the author builds a collection of applied problems with inferential questions. Each problem is accompanied with a solving procedure that handles massive calculations and exports numerical and graphical reports. Students will use statistical techniques they learn to analyze these reports and answer the inferential questions. This will facilitate students with practical knowledge and experience in order to complete their senior projects or solve real-life problems.*

**Non-Competes and Workplace Morale - A Classroom Exercise**

Perry Binder - Georgia Sate University

*This teaching idea examines non-compete agreements and their effect on employee morale through a group exercise which may be assigned in flexible formats. The project includes a critical thinking hypothetical, a writing component and team presentations, or merely a class discussion. The module is adaptable for business or law courses, classes which apply ethical principles or moral decision-making, and seminars discussing mental health issues in the workplace.*

**Social Justice Pedagogy and Collaborative Teaching Across Disciplines**

Nikki McGary - Naugatuck Valley Community College

Kathy Taylor - Naugatuck Valley Community College

*We will explore the many benefits (and real-life examples) of collaborative teaching through a social justice framework across disciplines. Using a social justice framework across disciplines provides students with opportunities for integrative and deep learning, and the critical exploration of society and self. A social justice framework encourages students to recognize their personal responsibility as a community member and global citizen, as well as the real-life applications of their industry or discipline. Such a framework fosters an appreciation for diverse perspectives and respectful dialogue.*

*Presenters: Elizabeth Dunaway, Diana G, Sarah Canatsey, Roger W Anderson*

**It's in the Syllabus! - Strategies to Encourage Students to Read and Connect With the Syllabus**

Elizabeth Powell Dunaway - Dalton State College

*Most instructors can identify with the frustration that comes from reading yet another student email asking a question that can be found in the syllabus. Over the years, I've attempted to reduce the number of such emails by incorporating strategies to encourage students to read their syllabi. In this talk, I will discuss various strategies that can be implemented into any course to increase the likelihood that students will read (and use) their syllabi. Strategies range from the traditional (e.g., syllabus quizzes) to the more modern (e.g., interactive documents).*

**Making Learning Visible and Relevant: Creating Websites With Specific Audiences in Mind**

Diana Galarreta-Aima - James Madison University

*This session describes a final project for an Advanced Spanish class. The Digital Projects Team from the instructor's Library designed a website for the class, and students chose a topic about a health issue that affects their local Spanish-community. Students had to research their topic and write 3 posts in the class's website. Students received support from the Writing Center and the Library, and feedback from the instructor and a classmate (peer-review). Students were told to write their post thinking about how the information could benefit their local Latino community. This assignment could be adapted by instructors from different disciplines who are interested in digital projects that include a community engagement aspect.*

**Using a Lightboard to Bring Old Strategies to New Modalities**

Sarah Canatsey - University of Tennessee at Chattanooga

*Lightboards have been around since 2013, but have become more popular during the quick move to online education during Covid. While some faculty have gone to using voiceover PPTs or even annotating with a tablet, the lightboard brings the traditional whiteboard to the online world. With a lightboard, the material is now in the foreground for the students. Faculty stand behind the board and use neon dry erase markers to write on the glass that's illuminated by led strip lights. The lightboard used in this session can be built at home for under \$300, eliminating the need to buy an expensive prefabricated version.*

**YouTube Videos as Windows Into (Real) Arab Culture**

Roger W Anderson - Central State University

*Many Americans see only unidimensional, stereotypical images of Arabs, or other cultures. Overcoming ethnocentricities is a major challenge for universities that graduate globally-competitive, global citizens. This talk overviews a semester-long project in a beginner level Arabic university course using YouTube videos as windows into Arab culture. Goals were to develop learners' intercultural competence, perspectives on Arab culture, and autonomy to pursue their own interests, which coincide with 21st century skills of initiative, productivity, and information literacy. This project may inspire pedagogies for other cultures/ disciplines.*

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*Presenters: Heather Webb Springer, Julie Tetley, Lauren Scharff, Calli Holaway, Kerry McCaig*

### **A Campus-Wide Initiative in SoTL: Lessons Learned and a New Approach**

Heather E. Webb Springer - Ellbogen Center for Teaching and Learning, University of Wyoming

*How do you initiate a culture of SoTL on campus? What if the campus does not have a history of promoting SoTL? Where to begin and learning through our experiences launching the first SoTL initiative at our university are front and center in this SoTL Brief. This ethnographic research examines the experiences of our Center for Teaching and Learning (CTL) and our work with a cohort of participants as we attempt to promote SoTL more broadly at our university. Navigating a summer institute, facilitating SoTL workshops, engaging in interviews with SoTL participants, and asking an overarching question of “do you consider yourself a SoTL scholar” are all cornerstones of “A Campus-Wide Initiative in SoTL: Lessons Learned and a New Approach.”*

### **Understanding and Measuring Faculty Mindset**

Julie Tetley - The United States Air Force Academy

Lauren Scharff - The United States Air Force Academy

Calli Holaway - The United States Air Force Academy

Kerry McCaig - The United States Air Force Academy

*Growth mindset shows efficacy when used by students, but instructor mindset about student abilities and their own practices plays a role in student success. Our Team extends our prior SoTL research to include faculty. We describe development of an instructor mindset questionnaire, results of a faculty orientation intervention focused on promoting a growth mindset using a pre-post design (N=57), and initial instrument validation and reliability. This study revealed that, like students, faculty mindsets are malleable with focused interventions. We plan to provide time for discussion of the instrument and extend invitations for collaboration.*

*Presenters: Michael Rifenburg, Zoë Phalen, Diana Gregory, April Munson, Page Burch, Sandee Chamberlain, Jessica Stephenson*

### **Redesigning an English Capstone Course: A Students as Partners Perspective**

Michael Rifenburg - University of North Georgia

Zoë Phalen - University of North Georgia

*Our presentation reports on a student and faculty partnership dedicated to redesigning and assessing a senior-level capstone course in English studies at a U.S. university. After detailing how we established our partnership, our presentation will highlight how we drew from AAC&U work on signature experiences to redesign our capstone course. We will then turn to our in-progress qualitative study designed to gauge the effectiveness of these redesign efforts and conclude with our individual reflections on the benefits of our partnership and point to how audience members may establish similar partnerships at their home campuses.*

### **Designing a New Master of Art in Art and Design: Art and Design FLC Hopscotch Model Case Study**

Diana Gregory - Kennesaw State University

April Munson - Kennesaw State University

Page Burch - Kennesaw State University

Sandee Chamberlain - Kennesaw State University

Jessica Stephenson - Kennesaw State University

*This SoTL presentation focuses on preliminary Hopscotch Model case study results from a Faculty Learning Community (FLC) delineating the evaluation of our journey from inception to initial delivery of a Master of Art (MA) in Art and Design created to prepare leaders in artistic industries with embodied professional practice by engaging in collaborative inquiry with disciplinary experts in Museum Studies, Digital Animation, and Art Education. The case study focuses on our journey to break free of disciplinary limits, to build skills and knowledge across disciplines, to think critically, and to connect research to creative problem-solving.*

*Presenters: Kyle Coffey, Amy Smalarz, Margot Lisa Hedenstrom*

### **Learner-Instructor Interactions in a Synchronous Online Learning Environment: Implications and Strategies**

Kyle Coffey - University of Massachusetts Lowell, Department of Physical Therapy and Kinesiology

Amy Smalarz - University of Massachusetts Lowell, Department of Public Health

*Student interactions with their instructors are necessary for both learning and engagement, especially in an online-learning environment. The purpose of our survey-based research study was to gather preliminary knowledge of how the online-learning environment was impacting undergraduate students' perceptions. The results suggest that students perceive poor learner-instructor interaction as compared to learner-learner. While the reason for this difference has not been determined yet, it can be utilized as a spring board to begin constructive discussion on practical application. This session will focus on potential strategies to facilitate more learner-instructor interaction in an online environment.*

### **Instructor Presence in a Nursing Cancer Survivorship Elective Course**

Margot Lisa Hedenstrom - Kennesaw State University

*The purpose of the study is to explore student perceptions of instructor presence in an online Undergraduate nursing Cancer survivorship course. Instructor presence in this course helps to foster a sense of community which impacts student ability to interact and learn from their experiences in the course through online discussion. Data sources for this qualitative study include student reflection assignments given at the beginning and end of the course and a teaching presence survey. The results of the teaching presence survey will be highlighted. Key themes that emerged from the data revealed which aspects of instructor presence—including instructional design, facilitation of student discourse, and clarity of instruction—were most helpful to the students. Other types of courses can also benefit from the discussion and analysis of instructor presence in an online course through the approaches used in the study.*

*Presenters: Cristen Dutcher, Hongmei Zhang, Chad Marchong, Yanju Li*

### **Balanced Test Reflection Prompts: Empowering Students to Put Metacognition Into Practice**

Cristen Dutcher - Kennesaw State University

*Test reflections as a metacognitive tool are well documented. However, the suggested forms of test reflection prompt students to focus on negative actions: what test errors did you make, what was most challenging for you, and what changes will you make next time. If instead, test reflections included positive reflection prompts such as what was your best tool to prepare for this test, what did you do well taking this test, and how can you carry good outcomes from this test to the next, we may empower students to use more metacognitive reflection and apply the results of their reflection to their courses. The session presenter uses Balanced Test Reflection Prompts in an undergraduate business course and is collecting and analyzing student perceptions of the use of test reflection prompts that include both positive and negative focuses. Balanced reflection prompts, student perceptions collected thus far, and the application of Balanced Test Reflection Prompts to other disciplines will be shared.*

### **Tab-Meta Key: A Model for Exam Review**

Hongmei Zhang - Georgia State University

Chad Marchong - Georgia State University

Yanju Li - Georgia State University

*Traditional exam reviews are passive and face many challenges to prepare students for exams. In this study, we developed a "Tab-meta key" model for exam review that incorporates both active learning pedagogy and metacognition. The model is literature-based and is scientifically optimized regarding review contents, activity design, time management, and synergistic effects among different pedagogical approaches. We also evaluated the effectiveness of "Tab-meta key" model in an Introductory Biology course. Our results demonstrated significant improvement on students' academic performances as well as positive students' perceptions.*

## Friday, October 8th

10:00am – 10:50am

### I Innovative Teaching Talk – Concurrent Session 4 – Denali Room

Denali Room

*Presenters: Debra J. Coffey, Jonathan Fisher, Diana Gregory, Glenda Swan, Megan Flynn, Natalie Gotter, Lisa Busfield*

#### **Building Bridges Across the Curriculum with Digital Stories**

Debra J. Coffey - Kennesaw State University

*This session will present the results of a study designed to explore the impact of digital stories and the ways they can be used to build bridges across the curriculum. Digital stories maximized learning as students synthesized insights through images and texts. The findings of this study demonstrated the ways digital stories enhance conceptual knowledge as students conveyed their knowledge creatively and shared their voices collaboratively. This collaboration in a hybrid class provided flexibility as students conveyed significant concepts relating to various subjects in multiple modalities across the curriculum.*

#### **Creativity and Performance Art: Contrasting Successes and Challenges of Virtual vs. Face to Face Learning**

Jonathan K Fisher - Kennesaw State University

Diana Gregory - Kennesaw State University

*Student's perception of differences between face-to-face and online teaching of performance art, defined by its spontaneous and dynamic relationship between performer and audience, is examined through faculty reflective observations about creativity, identity, and risk-taking emerging from teaching online. Did remote performances meet the learning objectives; what was lost or gained; did reflective practice impact the assignment? Presenters will discuss how encouraging digital technologies such as student homemade phone videos, online critique/discussions as well as reflective journaling allowed for students to have meaningful remote participation in an art studio practice that had been delivered only face to face prior to the pandemic.*

#### **Partnering in Learning: Integration of Students' Preferences and Production Into Weekly Course Content**

Dr. Glenda Swan - Valdosta State University

*Students were required to select, analyze, and post course content in a class discussion board weekly. Instructions included prompts tailored to specific learning outcomes and study techniques in my lower-level visual arts courses - as will be seen in presented examples - but the overarching goal of promoting student engagement as well as effective and regular study habits is applicable outside of that context. Preliminary data shows improved performance on assessments and participation activities compared to past semesters, suggesting that involving students in course content selection and creation motivates and supports student learning.*

#### **Making Dances: The Pedagogy of Embodied Co-Teaching**

Megan Flynn - Muhlenberg College

Natalie Gotter - Muhlenberg College

Lisa Busfield - Muhlenberg College, Moravian University

*In this innovative teaching talk, three dance professors will co-lead a short, but impactful experiential session to create a collaborative dance over Zoom. Drawing from their ethnographic research on remote co-teaching of dance coursework during the pandemic, the presenters will demonstrate how collaboration and improvisation lay the framework for embodied learning and community building over digital formats. The facilitators will share the how and why behind their pedagogical choices in this transparent teaching session. The talk is open to educators from all academic disciplines, regardless of movement background or experience.*

*Presenters: Dorota Silber-Furman, Andrea Arce-Trigatti, Dr. Kelly Maguire, Virginie Jackson, Neha Patel, Dara Shippee, Omer Ari*

**Multidisciplinary Strategies to Increase Pre-Service Teachers' Intersectional Awareness Through Perception & Simulation Based Activities**

Dorota Silber-Furman - Tennessee Tech University

Andrea Arce-Trigatti - Tallahassee Community College

*This lightning talk addresses how the theory of intersectionality is taught to pre-service teachers to raise awareness of students' diverse learning habitus. Three interconnected, multidisciplinary activities implemented in an undergraduate teacher preparation program are featured. These introduce students to the theory of intersectionality, deepen the understanding of diversity, and simulate appropriate classroom approaches & strategies to develop inclusive learning environments. The session provides active engagement and reflection regarding classroom practices that cater to diverse forms of learning and teaching that can be applied to other disciplines.*

**Enhancing the Curriculum With "Ask Anything" Exit Tickets**

Kelly Maguire - Grand Canyon University

*Exit Tickets are a beneficial method of obtaining student feedback so that educators can plan lessons and assignments based on the input provided by students. The purpose of this SoTL Innovative Teaching Talk is to share how one teacher trainer uses "Ask Anything" Exit Tickets with her pre-service teachers. These "Ask Anything" Exit Tickets encourage inquiry-based learning and provide honest and raw conversations about real-life classroom experiences prior to being hired as junior high and high school teachers. Practitioners of all disciplines will be able to easily adapt this technique and enhance their curriculum!*

**Let's Seesaw! An Innovative Approach For Learning in Higher Education**

Virginie Jackson - Kennesaw State University

Neha Patel - Kennesaw State University

Dara Shippee - Kennesaw State University

*This session highlights the use of the seesaw application as a collaborative tool for learning in a literacy methods course to prepare pre-service teacher candidates for teaching diverse learners. Although this platform is used for kindergarten, elementary, and middle grade students, it was used in this literacy methods course to provide pre-service teacher candidates the opportunity to 'learn by doing' and evaluate the platform's potential for use in their own classrooms. This innovative approach to learning can be used in higher education courses in order to foster collaboration and engaging reflections through student creations of digital learning portfolios.*

**The Spark Method (Hageman, 2020) to Support College Students' Schema Development**

Omer Ari - Georgia State University

*Using SPARK (Spiraling Assessment to Reinforce Knowledge; Hageman 2020), college teachers can leverage the testing effect in helping students retrieve and engage with previously-encountered content over time at increasingly higher cognitive levels on Bloom's taxonomy. This revisiting of content allows for unique and idiosyncratic ways of assimilating new information with previously learned content and has the potential to deepen students' semantic network creation around the topic of study. The session will describe SPARK method and plans for collecting data on its effectiveness in an undergraduate course on interdisciplinarity.*

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10:00am – 10:50am

**S SoTL Brief – Concurrent Session 4 – Aconcagua Room**

Aconcagua Room

*Presenters: Evan Warner, Taylor Reilly, Pamela Kalas, Niall Majury, Kelly Schrum, Anne-Laure Simonelli*

**Wikipedia Projects as Tools to Develop Student Multi-Disciplinary Skills: A Mixed-Methods Study**

Evan Warner - University of British Columbia, Vancouver

Taylor Reilly - University of British Columbia, Vancouver, and University of Toronto

Pamela Kalas - University of British Columbia, Vancouver

*Despite the increasingly recognized value of Wikipedia page creation as a tool for student learning, few studies exist that describe its efficacy in undergraduate classrooms. Here, we present a mixed-methods study of 18 undergraduate biology students surveyed after completing a 12-week 'Wikipedia project'. Qualitative thematic analysis and quantitative natural language processing algorithms were used to identify themes in open-ended student responses. In the session we will share preliminary findings that highlight information literacy, communication, and collaboration as the multi-disciplinary skills developed by students during the project, and we will discuss how Wikipedia projects can be tailored to use in any discipline.*

**Zeitgeist? Digital Literacy and Transformative Learning Through Authentic Academic Digital Projects**

Niall Majury - Queen's University Belfast

Kelly Schrum - George Mason University

Anne-Laure Simonelli - Université Côte d'Azur

*Given the importance of digital literacy across higher education, workplaces and civic society, how do we promote student learning abilities to leverage digital tools and platforms to resolve difficult problems, make informed decisions, design creatively and communicate critically? This SoTL Brief draws together experience on integrating authentic academic digital projects into teaching practice, pooling together insights generated across multiple institutions, countries, disciplines, and teaching contexts. The brief explores evidence of student engagement, motivation, self-learning, meaningful outcomes and empowerment.*

10:00am – 10:50am

**S SoTL Brief – Concurrent Session 4 – Fuji Room**

Fuji Room

*Presenters: Michelle Robbins, Sommer Floyd, Andrew Kelly, Rachel Gurvitch, Gi-cheol Kim*

**Benefit of Peer Tutors in Online Learning: Relationships Matter!**

Michelle M. Robbins - Georgia Gwinnett College

Sommer D. Floyd - Georgia Gwinnett College

Andrew J. Kelly - Georgia Gwinnett College

*Peer tutors have been found to benefit college students in math and science (Bruno et al., 2016; Colver & Fry, 2015), but less is known about psychology courses. This study predicted that students in Abnormal Psychology would: (1) use more peer tutor services if they had an initial welcome meeting and (2) show a link between tutor services and changes in academic self-concept, mindset, and test anxiety. Exploratory analyses examined the stress of the pandemic and online learning. Findings generally supported the hypotheses. Results help inform ways to bolster peer tutor usage and student success during virtual instruction in any discipline.*

**Instructor-Content-Students Interactions as a Key to Learning in Online Higher Education Settings**

Rachel Gurvitch - Georgia State University

Gicheol Kim - Georgia State University

*Due to several major differences between the face-to-face and the distance learning modalities, it is important that educators rethink their educational experiences. The quality of interaction is an essential factor leading to learner satisfaction, achievement, engagement, and a positive attitude toward distance education. The foundation of quality digital pedagogy rooted within the establishment of effective interaction channels. Moore (1989) suggested considering the importance of these three types of interactions to effective online teaching: 1) learner-instructor, 2) learner-content, and 3) learner-learner interactions. The purpose of this study was to examine interactions within online higher education courses. Through a multiple case study design with a mixed-methods approach, researchers categorized learning activities as learner-content, learner-instructor, or learner-learner type of interaction. Instructors' interview was used as supplemental data. Analysis revealed a pattern of the common types of interaction as learner-content, followed by learner-instructor, and learner-learner types of interaction, respectively. Further studies should focus on the different types of interactions and their effects on effective instructional settings.*



10:00am – 10:50am

**S SoTL Brief – Concurrent Session 4 – Kinabalu Room**

Kinabalu Room

*Presenters: John Marinan, Marvin Bontrager, Jeanna Sewell, Sylvia Rogers*

**Self-Rated Writing Skills of Business Students**

John Marinan - Georgia Gwinnett College

Marvin Bontrager - Georgia Gwinnett College

*We analyze self-rated writing skills of graduating business majors and perceptions on how much these skills changed during college. Subjective skill measures may be good proxies of objective skills, and affect outcomes such as career goals, job applications, and graduate school enrollment. The sample includes 436,370 students from 619 different institutions. On average and all else equal, business majors are estimated to be 17.6% less likely to report high writing skills at graduation when compared to other students and 11.5% less likely to report high gains in these skills during college. Average discipline differences are often large.*

**The Use of Personas in a Personal Finance Course for Pharmacy Students**

Jeanna Sewell - Auburn University Harrison School of Pharmacy

Sylvia Rogers - Auburn University Harrison School of Pharmacy

*Lack of knowledge of personal finance is an ongoing problem for recent pharmacy graduates. Presenters will discuss the implementation of an elective course on personal finance that took place in a pharmacy school to increase students' knowledge in this area. The results of a mixed methods SoTL study that examined whether personas are an effective primary instructional strategy will be presented. Based on findings from the study, the use of personas was effective, and can be easily adapted to courses in other disciplines. In addition, most course materials were widely available resources and non-specific to the pharmacy profession.*

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10:00am – 10:50am

**S SoTL Brief – Concurrent Session 4 – Matterhorn Room**

Matterhorn Room

*Presenters: Roxanne Atterholt, Laura Cruz, Kate Schaab*

**Connected and Collaborating: Fostering teaching, learning and scholarship through virtual communities of practice**

Roxanne Atterholt - The Pennsylvania State University

Laura Cruz - The Pennsylvania State University

*While many institutions offer important technical and instructional design support to faculty, a technology-mediated community of practice (CoP) can offer a sense of community, belonging, and safety while furthering one's teaching, learning and scholarship goals. Attendees will learn about the use of technology-mediated environments as an effective setting to create collegiality and connection. Members of one virtual COP voluntarily completed IRB-approved pre and post surveys regarding their interests, experiences, motivations, expectations, and positionality. Survey results, key takeaways and a collective writing project will be shared.*

**Improving Learning Outcomes in an "Interdisciplinary" Classroom**

Kate Schaab - Kennesaw State University

*The term "interdisciplinary" is commonly used in higher education; yet, varying interpretations can dilute its meaning and potency. The Integrative Studies program at Kennesaw State University has participated in this dilution by offering an Integrative Studies degree that resembles a general studies curriculum. This presentation focuses on the process of transitioning an introductory course from a general studies approach to an interdisciplinary framework, including a look at qualitative data from students on how the course developed their interdisciplinary thinking skills and how the data helped make the case for a curricular overhaul.*

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*Presenters: Stacey MacKinnon, Mary Beth Anzovino (she/her), Chantelle Anfuso, Jennifer Randall, Marlene Correia*

**"Reading With Purpose": Activating Curiosity and Inquiry Skills to Enhance Reading Motivation, Understanding, and Discussion Participation**

Stacey L MacKinnon - University of Prince Edward Island

*Getting student to read and think about the material before class is one of the biggest challenges we have in teaching. "Reading with Purpose" teaches students to ascertain the point of doing the reading, actively questioning while reading, search for answers, then focus in on what remains unknown or not understood. This approach is designed to increase the likelihood that students will engage with the text, enjoy it more, get more out of it, identify their areas of misunderstanding, come up with great in-class/office hour/critical paper discussion questions, and actually spend less time studying.*

**Concept Mastery Notebooks: Guided Pre-Class Preparation**

Mary Beth Anzovino - Georgia Gwinnett College

Chantelle Anfuso - Georgia Gwinnett College

*In flipped or semi-flipped course structures, student pre-class preparation is crucial to success. To guide students' preparation, Concept Mastery Notebook (CMN) assignments have been designed for general and organic chemistry courses. The CMN is completed in conjunction with pre-class readings and videos, and serves to focus the students' reading, provide the relevant learning outcomes (LOs), and give them the opportunity to answer conceptual questions and example problems related to each LO. This talk will discuss the development and implementation of the CMN assignments.*

**Creating Their Coursework: Students Justify Readings and Assignments**

Jennifer M Randall - Dalton State College

*Creating a Choose your Coursework Assignment where students choose and justify their readings and assignments cause them to be more metacognitive and purposeful in their course work. Certain assignments and readings or work can still be required, but other weeks or days can include options students choose, or require students to find and reflect on readings and work they find themselves. This presentation will stem from Peter Brown et al.'s "Make it Stick: The Science of Successful Learning," which analyzes ways to improve student learning.*

**Using the Trim Strategy for Students' Response to Course Readings**

Marlene Correia - Bridgewater State University

*How do we get students to read, reflect and learn from course readings? Using the proposed reader-response strategy helps students TRIM away the "fat" and get to the "meat" in the text. It helps students achieve deeper learning, understand new discipline-specific terminology, and relate the information to their own experiences. When students come to class prepared with a TRIMs, they are more apt to participate in discussions because they have considered the content critically and are prepared to share connections. This strategy can be used in any higher education discipline that requires course readings.*

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*Presenters: Dawn Smith-Sherwood, Kayli Johnson, Simon Lolliot, Katrina Swinehart Held, Sandi Sumerfield, Jennifer Louten, Meredith Ginn*

**Capstone 'Stealth Semester:' Providing a Student Capstone Experience Despite Your Colleagues**

Dawn Smith-Sherwood - Indiana U of Pennsylvania

*This presentation proposes that adoption of a concise, compatible capstone companion module, including structured engagement with existing campus resources, potentiates the identification of shared, assessable objectives without engaging in the initial, consensus-stopping complication of content. The presenter will share the outline for a capstone 'stealth semester,' in which an advanced-level undergraduate literature course is purposefully planned in alignment with capstone taxonomy attributes. With this approach, the presenter aims to reignite discussion of capstone, keystone, and cornerstone student experiences in higher education.*

**Engaging Students in Active Learning at Home Through Interactive Videos**

Kayli Johnson - University of British Columbia

Simon Lolliot - University of British Columbia

*We have created interactive chemistry tutorial videos that branch to provide feedback based on students' interactions, thus personalizing the students' learning based on their input. Compared to students who watched a parallel traditional video, students who viewed an interactive video reported significantly enhanced feelings of mastery for a concept before moving on to the next concept. Students demonstrated a strong desire to have access to interactive spaces for learning, with 98% of students rating the interactive tutorial as more effective for learning after seeing a clip of both versions of the video. As part of this session, we will share how the interactive videos were created and how similar videos can be created for a wide range of disciplines using free opensource tools.*

**Midterm Evaluation: Empowering Students in the Feedback Process**

Katrina Swinehart Held - Central State University

Sandi Sumerfield - Central State University

*In academic courses, rapport can be built by having direct conversations with students and utilizing course materials that connect directly to their needs. Feedback is something that instructors can use to improve their courses in the future. Research has found that rapport gets better student feedback. This feedback helps faculty to fuel their plans to collect and utilize student feedback within their courses. Research has shown that minority, at-risk students perceive faculty as inaccessible and disinterested in their feedback. This session will explore the impacts of seeking student feedback, especially from our at-risk students, while there's still time to make changes to courses and build rapport with students.*

**Using a Cross-Curricular Approach to Enhance Student Learning**

Jennifer Louten - Kennesaw State University

Meredith Ginn - Kennesaw State University

*First-year experiences and learning communities are two high-impact practices associated with student success. This presentation will allow participants to consider their own courses while learning about the efforts made to integrate two courses from different fields as part of a first-year learning community. Several potential ideas will be discussed, including the use of reflective assignments, guest speakers, field trips, panel presentations, and presentations to the community. Participants will leave with a cache of ideas for integrating courses and an introduction to Adobe Spark, a free web-based tool to create dynamic websites.*

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11:00am – 11:50am

**S SoTL Brief – Concurrent Session 5 – Aconcagua Room**

Aconcagua Room

*Presenters: Bret Keeling, Kaycee Garner, Matthew Powless, Alexis Schoenbaechler*

**Caring About and Caring For: Thinking and Writing "Care"**

Bret Keeling - Northeastern University

*The speaker explores the question: What kinds of writing projects help students cultivate an awareness of what it means to care? The speaker shares the results of a qualitative analysis of students' end-of-term writing projects over a period of two semesters. For these end-of-term projects, the speaker asked students to reflect upon the ways that their work on three previous projects related to the concept of caring. The research question about "caring" rubs against larger concerns about the ways students' sense of personal connection to their work can provide a path toward care as practice.*

**The Role of Deliberate Practice in the Development of Learning Helping Skills in an Online Format**

Matthew Powless - University of Southern Indiana

Kaycee Garner - University of Southern Indiana

Alexis Schoenbaechler - University of Indianapolis

*The current study pertains to teaching undergraduate students enrolled in a clinical psychology course the interpersonal helping skills (i.e., "helping skills") used by mental health therapists via online course delivery. The purpose of the study is to examine how students' helping skills develop over the course of a semester in this online modality, as assessed through role-plays. Furthermore, the study aims to examine the relationship between deliberate practice and helping skill development in students. The presenters will present data on students' skill development through the results of both quantitative and qualitative analyses.*

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11:00am – 11:50am

**S SoTL Brief – Concurrent Session 5 – Fuji Room**

Fuji Room

*Presenters: Armelys Soba*

**Classroom Cartography: Using Engagement Mapping to Co-Create Learning**

Armelys Soba - Schreyer Institute for Teaching Excellence

*This study reports the findings from using Equity Maps to assess student engagement in 14 undergraduate-level participatory classrooms. Classroom mapping consists of spatial representations of the interactions between instructor and students, students with each other, and students and their environment. A few findings emerged from the research: using a variety of engagement methods contributed to greater student engagement and when feedback concerning engagement was vocalized by students, instructors became more equitable regarding their engagement techniques.*

**\*\*THE FOLLOWING SESSION HAS BEEN CANCELLED\*\***

**Addressing Dysconscious Racism Through Curricular Design: Fink's Model of Significant Learning Experiences**

Bill Anderson - Illinois State University

*Dysconscious racism (DR) is a distorted way of thinking about race that typically accepts examined norms and privileges and is measured in three progressively more complete categories of understanding. The course was explicitly designed to demand higher understanding using Fink's (2013) Significant Learning Experiences and a pre-/posttest format was used in three undergraduate classes (N=128). Results showed a significant positive change in DR from (M=1.83, SD=6.92) to (M=2.3, SD=7.18),  $t(37)=-2.041$ ,  $p=.048$ . To explain this improvement, a random 25% of each assignment was coded ( $k=0.7.1$ ). Results indicated: jigsaw groups were designated as integration, an understanding the connections between sources. A book review showed human dimension, with students acquiring a better understanding about themselves and others and improving interaction with others. Stated for brevity, topical presentations and the final reflective essays showed similar evidence and caring more about the subject matter. Results suggest that specific planning and intentional discussion can move students to improved understanding with less dependency on habitual thinking.*

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11:00am – 11:50am

**S SoTL Brief – Concurrent Session 5 – Kinabalu Room**

Kinabalu Room

*Presenters: Elizabeth Walker, Delia Lang, Jody Langdon, Ordene Edwards*

**Comparing Student Learning, Satisfaction, and Experiences Between Hybrid and in-Person Course Modalities: A Comprehensive, Mixed Methods Evaluation of Five Public Health Courses**

Elizabeth Reisinger Walker - Rollins School of Public Health, Emory University

Delia Lang - Rollins School of Public Health, Emory University

*In order to expand capacity for required in-person courses in a public health curriculum, new hybrid sections were designed and implemented. We conducted a mixed-methods evaluation to: 1. Assess student learning across course modalities, and 2. Examine student and instructor experiences. We administered pre- and post-course student surveys in 17 sections of five courses, gathered participating student grades, and conducted five student focus groups and 11 instructor interviews. The findings show that the new hybrid modality provided an equivalent experience to that of the in-person sections for student learning, satisfaction, and engagement.*

**Motivation in a Pandemic: A Self-Determination Theory Perspective**

Jody Langdon - Georgia Southern University

Ordene Edwards - Kennesaw State University

*As part of a research consortium formed to study the impact of COVID-19 on one university system, the purpose of our study was to investigate the motivation of students and instructors during the emergency transition to remote instruction and how it was related to other factors tied to the experience from a self-determination theory perspective. Results showed that participants adopted both autonomous and controlled forms of motivation, and there were varied patterns of relationship between factors linked to the emergency transition and participants' self-determined motivation.*

11:00am – 11:50am

**S SoTL Brief – Concurrent Session 5 – Matterhorn Room**

Matterhorn Room

*Presenters: Julia Webster, Laura Tinney, Erik Hofmeister*

**Mastery Learning in Precalculus**

Julia Webster - University of North Carolina Asheville

Laura Tinney - Blue Ridge Community College

*We were interested to see if Mastery Learning is a way to maintain a high standard of rigor while providing a clear, visible pathway to success for students who begin the course underprepared or need support to target areas for improvement. We determined if Mastery Learning in a Precalculus course at our institution had an impact on 1) performance within the course, 2) mathematical self efficacy, and 3) mathematical anxiety.*

**Specifications Grading in a Cardiovascular Systems Course**

Erik H Hofmeister - Auburn University

*The purpose of this study was to investigate the effects of spec grading on student perceptions and class performance. This study was a cross-sectional design of a single course in the veterinary professional curriculum. Students were surveyed before the course started, during the course, and after the course, and participated in focus groups after the end of the course. Human subjects approval was given by the institutional review board. Students reported the benefits of spec grading included flexibility, student control over grades, generally lower stress levels, opportunities to retake and relearn, and being more motivated to learn. The drawbacks included confusion about the process, organization, perceived higher workload for the professor, and communication. Spec grading achieved some of the desired goals, such as lowered student stress and higher motivation.*

12:00pm – 12:45pm

**B Lunch Break**

TBA

12:45pm – 2:00pm

**P Plenary Workshop - Advancing Inclusive Teaching: The Power of Student Partnership in SoTL**

Presenters: Tracie Addy, Monica Rizk

Aconcagua Room

**Advancing Inclusive Teaching: The Power of Student Partnership in SoTL**

Tracie Marcella Addy, Ph.D., M.Phil. - Lafayette College

Monica Rizk - Lafayette College

*Partnering with students can be a powerful way to build more inclusive learning environments. During this plenary workshop, participants will learn a variety of small- to large-scale approaches for partnering with undergraduate or graduate students on SoTL projects that investigate and advance inclusive teaching efforts. Participants will have time to reflect and consider which approaches are most appropriate for their own contexts. Specific examples will be embedded throughout the workshop, as well as potential avenues for funding and publishing such work.*

2:10pm – 3:00pm

**I Innovative Teaching Talk – Concurrent Session 6 – Denali Room**

Denali Room

Presenters: Julie Rowan, Carla White Ellis, Presenter Linden Higgins, Marc Philip Napolitano, Kim Hosler

**Advancing Inclusive Excellence Through Social and Emotional Learning**

Julie Rowan - Ferris State University

*The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines five social and emotional learning (SEL) competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. While this framework was developed for K-12 education, it is increasingly relevant to higher education. Similarities exist between SEL and other concepts in higher education (e.g., Chickering & Reisser's vectors, aspects of Fink's taxonomy), yet SEL offers novel ways of supporting learning, equity, interpersonal skills, and well-being. This session will describe SEL strategies and faculty development for SEL.*

**Building Community Outside the Classroom**

Carla White Ellis - Johnson & Wales University

*We often talk about the importance of our community. However, how can your community be used within the classroom? When you include community, nonprofit organizations and university collaboration, students enrich their lives in and out of the classroom. Collaborations are both beneficial for students and those in the surrounding community. This year, students were given the opportunity to sharpen skills they learned in the classroom by giving back to the community in collaboration with an Integrated Learning 4000 level course, Nutrition & Dietetics course and Culinary students from various courses. Participants will learn how to find opportunities to collaborate with their surrounding community and impact the classroom in a new and meaningful way.*

**Creating Brave Spaces: Student Creation of a Classroom Code of Conduct**

Linden E Higgins - University of Vermont

*We create opportunities for student cognitive development when we create opportunities for sharing divergent positions and interpretations of evidence. Such classroom experiences are best described as 'brave' spaces, spaces where individuals can express personal positions. For many years in all of my classrooms (enrollments ranging from 10 to 200), I have asked students to collaboratively create a "Classroom code of conduct." In this presentation, I will describe the process, adjustments made for class size and for remote learning. There will be time for attendees to discuss in small groups how to adapt this process to their own students and teaching modality. I will end with the emergent themes students included when designing their codes of conduct in classes ranging from introductory biology to forensic science, first year seminars to high enrollment electives.*

**Flourishing in Times of Stress: Beyond Platitudes**

Marc Philip Napolitano - United States Air Force Academy

Kim Hosler - United States Air Force Academy

*Throughout the COVID pandemic, institutes of higher learning have promoted student resiliency. However, this messaging has sometimes been marred by the clichés of "toxic positivity." In the hope of fostering genuine strength amongst students, USAFA's Office of Advising has utilized Seligman's PERMA (positive emotion, engagement, relationships meaning, accomplishment) survey. This Teaching Talk will explain how our faculty and advisors used the survey to take a more holistic approach to helping students cope with stress; it will also address how a multifaceted concept of optimism can foster "true grit" as opposed to "toxic positivity."*

Presenters: Sarah Guindre-Parker, Natalie Stickney, Laurence Peterson, Kayli Johnson

**Cure in the Time of COVID-19: Student Perception and Learning in Virtual Course-Based Undergraduate Research Experiences**

Sarah Guindre-Parker - Kennesaw State University

*Course-based Undergraduate Research Experiences (CURE) are popular for incorporating undergraduate research experiences in the classroom. These courses traditionally emphasize hands-on laboratory or field-based research, though online courses are increasingly in demand. I have created an online CURE-including synchronous and asynchronous sections-where students conduct independent research in STEM. I will compare student learning and perceptions across both online modalities to identify which format is most effective for research-intensive science courses, with an emphasis on benefiting students new to undergraduate research.*

**Maintaining Academic Rigor Online in Traditionally Lab-Based Courses**

Natalie L. Stickney - Georgia State Perimeter College

*Since the COVID-19 transition to online learning in March 2020, educators have struggled to create challenging hands-on assignments that students can complete remotely using little to no equipment. This session will address issues specific to lab-based courses and provide attendees with pilot-tested strategies used in CPR/First Aid courses and Perspectives in Martial Arts courses. Using these strategies as a springboard, attendees will learn how to apply them to diverse classes.*

**Use of Industry-Vetted Courses to Enhance Student Learning, Increase Employability, and Close the Skills Gap**

Laurence Peterson - Kennesaw State University

*This presentation discusses the use of industry-vetted curriculum, enabling students to connect classroom theory with workplace application. The courses provide students with a career focus and reduce the skills gap when graduates enter the workforce. Classes were developed, taught, and packaged into a 15-credit hour certificate. Graduates from the certificate program were highly employable and commanded excellent salaries even before receiving their degrees. Student benefits, integration with existing degree programs, and the need for adjunct faculty with current industry experience are discussed.*

**Using Virtual Reality to Imagine and Construct the 3d Structures of Molecules**

Kayli Johnson - University of British Columbia

*Chemistry students often struggle to convert 2D representations of molecules on paper into 3D images in their heads. The ability to imagine molecules and their orbital structures in 3D is vital in being able to understand and describe chemical phenomena. We developed a team-based virtual reality problem solving activity to help students develop these skills. Students' ability to describe related concepts as well as their performance on a subsequent in-class activity improved significantly after the virtual reality activity.*

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*Presenters: Andrew Kelly, Michelle Robbins, Chris Culver*

**Improving Student Success in an Intensive Writing Course with Peer Tutoring**

Andrew J. Kelly - Georgia Gwinnett College

Michelle Robbins - Georgia Gwinnett College

*Writing in Psychology, a gateway course for psychology majors, has a relatively low passing rate. This study examined the potential benefit of peer tutors in this writing-intensive course in spring 2020; they provided one-on-one guidance to 77 students across four class sections. Results showed that DF rates were lower relative to prior semesters; however, contrary to hypotheses, pre-post measures revealed no changes in students' academic efficacy or writing apprehension. These findings suggest ways peer tutors may and may not benefit students' academic success, particularly during virtual learning, which has cross-disciplinary implications.*

**Learning As a Peer Assessor: Evaluating Peer-Assessment Strategies**

Christopher Culver - United States Air Force Academy

*When students engage in peer assessment or review activities, they often put emphasis on the feedback they receive from peers, but fail to appreciate how their role as a peer assessor can contribute to their learning process and improve their own work. Because of this, students and sometimes teachers undervalue the peer assessment process. This SoTL project explores how different peer assessment strategies such as rubric creation, rank order assessment, and assessment without qualitative feedback can help students improve learning through assessing their peers' work, rather than just getting feedback on their own.*

*Presenters: Emily Weigel, Min Zhong*

**Active Stem Teaching of Graphs Results in Better Stats Knowledge as a Byproduct**

Emily Grace Weigel - Georgia Institute of Technology

*Math can be a roadblock for many STEM students when learning about experimental design. In this talk, I showcase an example of how teaching students through graphs can, as a byproduct, increase student statistical reasoning-even in a lecture-based, active learning course not aimed at teaching statistics. A pre- and post-semester test revealed large improvements, strongly suggesting that the incorporation of explicit graphing education can help students develop intuitive ideas about experimental results important for interpretation, independent of explicit statistics instruction.*

**Students Reading Real Science: Best Practices for Using Annotated Primary Scientific Literature as a Pedagogical Tool in Introductory Biology**

Min Zhong - Auburn University

*Engaging students in what it means to do research has become a key emphasis in science education. Reading primary scientific literature (PSL) is a critical skill to understand the scientific process. In this study, we developed an evidence-based teaching module with three PSLs (blank vs. annotated version) in the introductory biology course. The module has been implemented in two institutes with three course modalities for two semesters by using the third institute as the control. We also developed the content-specific and self-efficacy assessments which are used to measure students' content understanding and confidence in reading PSL. Here we present methods for implementing PSL into introductory biology classrooms, data from the student motivation questionnaire, data describing strategies students use when reading PSL, and future steps for our research study. The preliminary data suggest that introducing students to PSL is complex and multifaceted and student motivation drops significantly when they are tasked to read PSL alone.*



2:10pm – 3:00pm

**S SoTL Brief – Concurrent Session 6 – Kinabalu Room**  
*Presenters: Craig Chin, Carrie Humphreys, Adnan Rasool*

Kinabalu Room

**Can Differentiated Instruction Be Effective in College Stem Environments?**

Craig Chin - Kennesaw State University

*Differentiated instruction (DI) is an approach where learning experiences are designed and adapted to meet students' diverse needs. DI has been used primarily for K-12 classes, but student diversity still exists in college classrooms. This presentation chronicles an investigation into the impact of DI on student mastery and attitude for an engineering course. DI is used to diversify course content and learning process based on student readiness and its efficacy is assessed by analyzing test scores and survey responses. The results of these studies and insights for successfully applying DI to college courses will be discussed.*

**Personalization, Pop Culture, and Student Learning Outcomes: The Learning Arc Framework**

Carrie Humphreys - University of Tennessee at Martin

Adnan Rasool - University of Tennessee at Martin

*Does personalization, used as a teaching tool, impact learning outcomes? Yes, but only if it's in a particular sequence. We argue that using the learning arc framework (LAF) of identify, personalize, relate, and justify, the students tend to internalize knowledge more effectively. We present findings from a class assignment that uses pop culture, in particular music, to teach students theories of International Relations (IR). The assignment asks students to identify musicians or music they think embody the theories of IR. In this case, pop culture is a valuable teaching and learning aide. Overall, the LAF is replicable across different disciplines.*

2:10pm – 3:00pm

**S SoTL Brief – Concurrent Session 6 – Matterhorn Room**  
*Presenters: Donna Colebeck, Arash Soleimani, Lisa Diehl*

Matterhorn Room

**Adapting Studio/Lab Course Content For Hybrid Delivery**

Donna Colebeck - Kennesaw State University

Arash Soleimani - Kennesaw State University

*This session addresses delivery modality issues for studio/lab/lecture courses. The interactive hands-on nature present unique challenges for hybrid instruction and online delivery. Faculty participating in a USG Learning Community from Architecture and Art departments will discuss content adjustments, interactive student exchanges and engagement techniques utilized in courses. Hybrid pedagogy, assignment transparency, synchronous innovations using TEAMS, for activities, discussions and critiques, adapting hybrid delivery methods for longer creative project-based work, along with adaption strategies for other disciplines will be presented.*

**Blended (Hybrid) Course Learning and Teaching in Action**

Lisa Diehl - University of North Georgia

*In this presentation, I explore the design, delivery, implementation, benefits and challenges of a blended English composition course and British Literature survey course taught at [institution removed for blind review]. As a senior lecturer at a public university in [state removed for blind review], I share my first-hand experience of designing and teaching freshmen and upper level students in a blended course environment based on the "Quality Matters" rubric. I focus on five general areas for consideration by college professors. flexibility and pace, access and modeling, peer relationships and community, clear communication and feedback, the challenges of time management and self-discipline.*

3:15pm – 4:30pm

**P Plenary Workshop - Building Institutional Capacity for SoTL through Advocacy**

Aconcagua Room

*Presenters: Jennifer Friberg*

**Building Institutional Capacity for SoTL through Advocacy**

Jennifer C. Friberg, Ed.D., CCC-SLP, ASHA Fellow

*The majority of SoTL work conducted at most institutions stays in (or close to) the “micro” spaces surrounding teaching and learning: the single course or individual teacher level. In this manner, outcomes from SoTL projects are applied to future teaching and learning experiences. Without question, use of SoTL to improve a course and support student success is at the core of what SoTL is intended to be. This work is important and necessary and should be supported by institutions of all types that seek successful experiences for students and for teachers. That said, keeping SoTL at the micro level fails to build capacity (e.g., support, engagement) for SoTL within an institution. Sometimes, specific and purposeful advocacy for SoTL – outside the micro context – is needed to help stakeholders across institutions more broadly understand SoTL, its merits, and its potential positive impacts. To that end, strategic advocacy for SoTL is necessary. As SoTLists, we must consider how and why SoTL might be meaningful to a variety of individuals across our institutions: students, faculty, administrators, and alumni. Crafting plans for SoTL advocacy can help bring new institutional audiences to SoTL and can better position decision makers to support this work as critical to the mission of our institutions.*

*This workshop will ask participants to consider two forms of SoTL advocacy, self-advocacy and collective advocacy, and ways in which each can help build a supportive institutional culture for SoTL. Together, participants will discuss ways in which SoTL can be made visible across their respective institutions in a manner that speaks directly to different audiences, their needs, and their priorities. Using resources provided by the facilitator, each participant will identify opportunities for SoTL advocacy and form an action plan to engage others in their SoTL work in ways that are “advocative” and customized for their own unique institutional culture.*

5:00pm – 6:00pm

**N Virtual Networking Event**

Aconcagua Room

Join this session to chat and network with those who have similar interests. We will have a main room and breakout rooms suggested by Summit participants.