

SCHOLARSHIP OF TEACHING AND LEARNING

SUMMIT

OCTOBER 6 AND 7, 2022

FULL CONFERENCE PROGRAM



**KENNESAW STATE
UNIVERSITY**
CENTER FOR EXCELLENCE IN
TEACHING AND LEARNING

OCTOBER 6 - THURSDAY

9:00am – 9:45am	I	Innovative Teaching Talk - Concurrent Session 1 - Kinabalu Room <i>Speakers: Nicole Glen, Adam Brieske Ulenski, Jacquelynne Boivin, Marlene Correia, Anita McMurtry</i> Authentic Integration in Teacher Preparation: Interdisciplinary Teaching and Professional Collaboration Nicole Glen - Bridgewater State University Adam Brieske Ulenski - Bridgewater State University <i>This presentation will provide educators a vision for interdisciplinary teaching. We will explain how two teacher educators have connected methodology courses in a teacher preparation program by planning experiences for preservice teachers to practice research-based strategies for teaching disciplinary literacy and science with the goal of strengthening faculty and student understanding of content in both disciplines. We will also describe our interdisciplinary work, how we began, and how our professional collaboration and understanding of each other's disciplines have evolved over our time together.</i>	Kinabalu Room
		Authentic Integration in Teacher Preparation: Engaging in Book Study and Art to Cultivate Anti-Racist Consciousness Jacquelynne Boivin - Bridgewater State University Marlene Correia - Bridgewater State University <i>The Presenters will share their experiences facilitating a book club using Tiffany Jewell's This Book is Anti-Racist with pre-practicum students the semester before student teaching. In addition, presenters will share innovative ways anti-racist consciousness and tenets of Jewell's book are woven into an art seminar for these same pre-practicum students. Participants will have the opportunity to discuss how these ideas connect to their own anti-racism work or inspire next steps.</i>	
		The Impact of Growth Mindset Teaching Strategies on Academic Progress in Intro to Criminal Justice Online Spring 2020 Anita W. McMurtry - Fort Valley State University <i>From 2015 to 2021, I taught at a small 2,977 student, 4-year public college in a metro urban area where most students take a First-Year course in their major or discipline of study. For the first course in Area F of the Criminal Justice pathway, students are required to complete an Introduction to Criminal Justice course. Because most students in Intro to Criminal Justice were first year students from impoverished backgrounds and struggling school systems, I developed an assignment with a Growth Mindset teaching strategy in hopes of setting the stage for progressive learning for the remainder of the semester.</i>	
9:00am – 9:45am	I	Innovative Teaching Talk - Concurrent Session 1 - Matterhorn Room <i>Speakers: Brad Bailey, Gregg Velatini, Sharon Keller, Phong Luu</i> Adapting Data8 to Elementary Statistics at UNG Brad Bailey - University of North Georgia Gregg Velatini - University of North Georgia <i>Data8 is an excellent introductory data science program developed at UC Berkeley that utilizes free/low cost materials such as Jupyter Notebooks and the Python programming language. Several University of North Georgia faculty members collaborated to adapt the data science materials provided by Berkeley and implemented these changes effectively in more than 20 sections across 3 semesters of elementary statistics. We will describe those adaptations and share insights that may assist others in adapting these same materials. We will also present measures of our students' success.</i>	Matterhorn Room
		A Multi-Course Teaching Strategy Designed to Promote Student Learning in Various Classes and to Foster Discussion of Diversity, Equity, and Inclusion Sharon Keller - Georgia Gwinnett College <i>The pandemic has affected and continues to affect teaching methodology. Teaching during this fluid situation has been both challenging as well as inspiring, especially in advancing innovation in teaching strategies. Regardless of teaching modality however, students find it difficult to make connections between content and skills learned in introductory courses with those in more advanced courses. To address this, we have designed a preliminary series of modules that will be used in various courses, such as introductory biology, cell biology, microbiology, genetics, and evolution, to enhance student learning. The module theme is based on the Coronaviridae virus family and includes tasks targeted to strengthen knowledge of basic biology such as central dogma as well as providing students the opportunity to explore more complex relationships. Each course module will allow students to develop their understanding of core concepts, increase proficiency in data analysis, and expand their problem-solving skill sets. Additionally, we aim to incorporate various module components that will enrich student discussions centered on diversity, equity, and inclusion and how understanding these issues are vital for success in society and in science.</i>	
		Teaching and Learning Statistics and Data Science with RStudio Cloud Phong Luu - University of North Georgia <i>The common difficulties for beginners to learn a computing tool are installation, setup, and hardware hassles. This frustration can be avoided by having students access a learning tool which requires no configuration, no dedicated hardware, and no installation early in the course. RStudio Cloud is a lightweight, cloud-based solution to this problem for statistics and data science. This presentation will cover integrating RStudio Cloud into a classroom as well as sharing best practices and tips for setting up students for success on RStudio Cloud.</i>	
9:00am – 9:45am	I	Innovative Teaching Talk - Concurrent Session 1 - Uluru Room <i>Speakers: Melissa Beck Wells, Tamara Shue, Michelle Rasheed, Melissa Martin</i> Strategies to Support Higher Education Learners with Anxiety in Digital Formats Melissa V. Beck Wells - SUNY- Empire State College <i>Higher Education students that have identified themselves as experiencing stress and/or anxiety and depression have risen; with many students opting for online or digital learning opportunities, identifying and fulfilling adult learners' needs is critical. Quality instructional design aimed at enhancing their achievement and self-empowerment, especially in a time where students are experiencing anxiety, is essential to support students in learning content, and ultimately increase graduation rates. A connection is made between the educational behaviors of students with anxiety and specific supports that can be implemented in digital formats.</i>	Uluru Room
		How to Connect with Online Students and Increase Retention by Using the RSI Requirements to Your Advantage Tamara Shue - Georgia State University <i>With the Department of Education's requirement for Regular and Substantive Instruction (RSI) for online students, instructors may be wondering how to meet these guidelines. This session will explain and give examples of various practical ways that participants can relatively easily and immediately incorporate RSI into their online courses. These methods will apply to any subject and, in reality, can be used in face-to-face courses as well with the very real possibility of increasing retention in all course modalities.</i>	
		Engaging Generation Z in Collaborative Assignments Online Michelle Rasheed - University of South Carolina Aiken Melissa Martin - University of South Carolina Aiken <i>Recently, Generation Z students started enrolling in institutions of higher education. These students are diverse and are typically considered more self-sufficient than students from previous generations. Thus, they often need different strategies when completing online coursework. Researchers will present about strategies to engage Generation Z online, specifically in group work and on collaborative assignments.</i>	

9:00am – 9:45am	S	SoTL Brief - Concurrent Session 1 - Aconcagua Room <i>Speakers: Diana Gregory, Jonathan Fisher, Allison Smith</i>	Aconcagua Room
Self-Reflection, Creativity, Students-as-Partners: A SoTL Focus on Continuous Improvement			
<p>Diana Gregory - Kennesaw State University Jonathan Fisher - Kennesaw State University</p> <p><i>As part of an IRB study "Effective teaching of conceptual inventiveness and creativity in visual arts" two instructors asked students in ART 2990 to participate in a self-reflective assessment of learning outcomes through questionnaires and focus groups. Student engagement is part of a students-as-partners (Healey, Flint, & Harrington, 2016) process initialized to clarify development of self-awareness, critical thinking, creativity, and self-reflective practice. Data indicated differences between online and face-to-face perceptions of projects, and student's recognition of how they approach and think about creativity, the art-making practice, and how learning outcomes might be integrated into future work.</i></p>			
The Value of Fostering Empathy in Undergraduate Students through the Study of Art			
<p>Allison Smith - Johnson County Community College</p> <p><i>Employers complain that college students are not sufficiently developing "soft skills," evidenced by low scores on tests of Emotional Intelligence. How can educators in undergraduate institutions help foster emotional literacy in their students? I propose that students can develop their emotional intelligence, and specifically their levels of empathy, by being exposed to visual art produced by people from different backgrounds than their own. By studying the visual expression of others, students can cultivate empathy for others, even those with vastly different life experiences. In this study I examine Art History students' empathy scores pre- and post-semester to ascertain whether the study of visual art has an impact on the emotional intelligence of the college student.</i></p>			
9:00am – 9:45am	S	SoTL Brief - Concurrent Session 1 - Denali Room <i>Speakers: Debra J. Coffey, Marvin Bontrager, John Marinan, Steven Brown</i>	Denali Room
Kaleidoscopic Literary Exploration Across Collaborative University Teams			
<p>Debra Coffey - Kennesaw State University</p> <p><i>Collaborative university teams gained new insight through kaleidoscopic exploration of literature during a longitudinal qualitative study. During two semesters, preservice teachers collaborated to create book trailers, digital stories, virtual field trips, and multimedia to personalize key elements of Greek culture and multicultural literature. Reflective interviews, focus groups, and surveys led to a kaleidoscope of multifaceted ideas for creating positive learning environments in various contexts across the curriculum. We will discuss extensive applications for promoting situated literacy with this kaleidoscopic insight.</i></p>			
Views on Empathy and Leadership in Business Schools: An Empirical Study of Undergraduate Students			
<p>Marvin Bontrager - Georgia Gwinnett College John Marinan - Georgia Gwinnett College Steven Brown - Georgia Gwinnett College</p> <p><i>We examine the perceptions of undergraduate students with business majors to determine the leadership competencies they most value. This research examined the generalizability of those findings by surveying 667 students from a regional public college in the Southeast. This study also examined student empathy and age as indicators of preferred leadership trait rankings. Students ranked ten leadership competencies and both student empathy and age were examined in relation to those ten competencies through ordinal regression. Results indicate that both empathy and age influence leadership competency preference.</i></p>			
9:00am – 9:45am	S	SoTL Brief - Concurrent Session 1 - Fuji Room <i>Speakers: Kei Tomita, Karin deJonge-Kannan</i>	Fuji Room
Bringing Instructional Design Perspectives to the Interaction Design Education: A Case of a User Interface Design Course			
<p>Kei Tomita - Kennesaw State University</p> <p><i>It is important for designers to communicate their design decisions in logical, concise, and convincing manners to their clients and team members. However, students in our interaction design program struggle with explaining why they make certain design decisions. With this context, I decided to teach instructional design theories to help students justify their design decisions based on their understanding of human cognition. In my presentation, in addition to describing the case and the result of the intervention, I will provide a small mock-up lecture on the instructional design principles.</i></p>			
Encountering the Religious Other at a Public University: A Course in the Sociolinguistics of Religion			
<p>Karin deJonge-Kannan - Utah State University</p> <p><i>This exploratory case study examined a public university's undergraduate course on the sociolinguistics of religion. Students read journal articles, watched documentaries, wrote reflections, and discussed their views in groups. To assess changes in students' self-perceived preparedness for interreligious conversations, data from a beginning-of-semester survey are compared with end-of-semester interviews and reflection papers. At the end, students reported new insights regarding their prior lack of knowledge and awareness, their perceptions of the Other, the possibility of holy envy, and their orientation toward religious truth claims.</i></p>			
9:00am – 9:45am	S	SoTL Brief - Concurrent Session 1 - Kilimanjaro Room <i>Speakers: Mark Patterson, Teresa Raczek, Caitlin Kirby, Cui Cheng, Jun Fu</i>	Kilimanjaro Room
Comparing Effectiveness of Teaching Interventions in Science General Education Courses			
<p>Mark Patterson - Kennesaw State University Teresa Raczek - Kennesaw State University</p> <p><i>Progression towards graduation can be stalled by poor performance in science general education courses. Studies show student engagement is crucial to obtaining passing grades, and can be increased by staggering due dates, more frequent communication through email, and meeting students one on one. These techniques were used in two general education science courses in the Spring 2022 semester. The courses collectively taught 1600 students and were divided into control and test groups. Data for this study will be analyzed to determine if students in the test groups produced better outcomes.</i></p>			
Instructor Satisfaction and Required Support for Hyflex Courses			
<p>Caitlin Kirby - Michigan State University Cui Cheng - Michigan State University Jun Fu - Michigan State University</p> <p><i>We explored the features of Hyflex courses (n=8) across various disciplines that relate to instructor satisfaction, challenges, and required support. Hyflex courses accommodate in-person and online students synchronously. Course observations, instructor interviews, and surveys showed that technological proficiency, small class sizes, and teaching assistants improve instructor satisfaction. Results also suggest that peer mentors and technology support are key resources for Hyflex instructors. Findings have implications for best practices in technology, course design, and instructor support mechanisms to promote effective learning.</i></p>			
10:00am – 11:00am	P	Plenary Session - SoTL as a Tool to Combat Racism and Promote Social Justice <i>Speakers: Sohyun An</i>	Aconcagua Room
SoTL as a Tool to Combat Racism and Promote Social Justice			
<i>Sohyun An, Ph.D.</i>			
<p><i>How can I empower my students with knowledge and skills to teach against U.S. imperialism, militarism, and white supremacy? How can I create a learning site where my students would deeply engage with difficult knowledge and histories, reconsider the dominant yet oppressive narratives in society, and develop historical and civic agency to end the status quo through their profession as schoolteachers? I have engaged in SoTL to answer these questions and better support my students--elementary preservice teachers--to grow as anti-racist and justice-oriented educators. In the session, I will share what I have learned from my SoTL works and pedagogical conditions that may be beneficial for other educators who strive for anti-racist, anti-oppressive education in college classrooms.</i></p>			

Innovative Teaching Talk - Concurrent Session 2 - Kinabalu Room

Speakers: Stacie Rothfus, Toni Sue Roberts, Mary Lou Fornehed, Matthew Langford, Lizzy Bartelt, Jessica Kulak

Adult Geriatric Acute Care Nurse Practitioner Students: High Fidelity Simulation of the Severely Ill Patient

Stacie Rothfus - Tennessee Technological University
Toni Roberts - Tennessee Technological University
Mary Lou Fornehed - Tennessee Technological University

Adult Gerontology Acute Care Nurse Practitioner (AGACNP) students do not always have sufficient opportunities to manage severely ill or decompensating patients during their practicum rotations. As new graduates move into their new professional roles, often times patient outcomes are not as expected because the new graduate has not dealt with these clinical decision situations. The AGACNP scope of practice has expanded over the past several years, which has led to the APNs being employed in acute care settings to care for severely ill and decompensating patients.

Utilizing the Inquiry-Based Learning Model for an Undergraduate Psychiatric Nursing Course

Matthew Langford - Tennessee Technological University

With multidisciplinary flexibility, the 5e Inquiry-Based Learning Model is an instructional framework that includes opportunities for students to Engage, Explore, Explain, Elaborate, and Evaluate (Bybee et al., 2006). Supported with a University teaching enhancement grant, junior nursing students participated in a psychiatric course revision based on the 5e Inquiry-Based Learning Model. Early observational data and outcomes suggest this Inquiry-Based Model to be an effective instructional framework for psychiatric nursing courses and can be easily applied across disciplines where case-based scenarios with practice implications are needed.

Using Public Health Theory to Build Empathy in College Students: Seeing Beyond Education Interventions in Public Health

Elizabeth Bartelt - University at Buffalo
Jessica A Kulak - University at Buffalo

Virtually every career is aided by understanding empathy. Empathy is one way to help bridge the ever-increasing gap between marginalized and privileged populations. There have been calls to foster empathy in health-related professions, and therefore make fostering empathy a priority. This session provides a practical approach to incorporating diversity, equity, and inclusion (DEI) initiatives in the classroom through using public health theories to increase empathy among students. Three theories will be discussed: Transtheoretical Model in conjunction with motivational interviewing, Critical Race Theory, and Minority Stress Theory.

Innovative Teaching Talk - Concurrent Session 2 - Matterhorn Room

Speakers: Hanan Mogawer, Karin deJonge-Kannan, Edward Simmons

The Effect of Guided Group Problem Solving Sessions on Performance of Students on Chemistry Assessments

Hanan Mogawer - University of Rhode Island

College students think that chemistry is hard and based on memorization. Students enjoy working together and learning from each other, but that does not always lead to great performance on exams. Many first-year college students found themselves struggling with STEM courses especially chemistry. This study focuses on combining two effective instructional techniques: Collaborative learning and scaffolding. During group working, students are provided with a packet. In the packet, students are given examples with easy- to-follow detailed steps, followed by similar problems to be solved by students.

Ungrading, Adapting, and Still learning

Karin deJonge-Kannan - Utah State University

Inspired by the book Ungrading (Blum, 2020), I embarked on a no-grades-all-the-feedback approach in my General Education social science course at a public university. Reflecting on 2 semesters of ungrading in this class, I will discuss lessons learned and changes to consider in future semesters. With a focus on student learning, including opportunities for do-overs and flexible deadlines, this session contributes not only to the ongoing debate of going gradeless in higher education, but also to the continued and warranted concern for students' mental health and life circumstances, especially among first-generation college students.

Achieving Critical Thinking Objectives in Survey Classes Through Project Teams - Using Pressure to Achieve Engagement and Higher Performance

Edward G. Simmons - Georgia Gwinnett College

Using project teams operating with consensus decision-making has been proven effective in the workplace and in military training. Adapting them to educational use has been difficult because the pressure of getting a good grade is often less effective than pressures to keep one's job or pressure tactics used by the military. The presenter is experienced with teams in both the military and employment settings and has used various approaches to make them effective in survey history classes with students who are often lacking in motivation. A structured approach will be described and rules that have been used to create pressure and often success.

Innovative Teaching Talk - Concurrent Session 2 - Uluru Room

Speakers: Jen Bailey, Omer Ari, S. Cathy McCrary, Stefanie Woodard

Using Concept Maps to Facilitate Interdisciplinary Teaching and Learning

Jen Bailey - Georgia State University
Omer Ari - Georgia State University

We present an innovative teaching strategy and assessment technique in two college courses: (i) an interdisciplinary entrepreneurship course and (ii) a multidisciplinary co-taught team-based course involving faculty and students from three different institutions. Concept maps, used to visually depict the connections and relationships between various concepts, are known to support schema building processes and offer an effective teaching strategy in courses that cover interdisciplinary topics. We assess learning outcomes, using psycholinguistic tests designed to measure the strength of students' interdisciplinary knowledge gains.

Analyzing Exam Reflections to Predict Learners' Academic Success

S. Cathy McCrary - Georgia Gwinnett College

This session highlights findings of an exploratory, non-empirical analysis of student's written reflections about their exam performance in an Introduction to Managerial Accounting course. Thoroughly written exam reflections tend to be associated with conscientious, high-performing learners while cursory reflections generally correspond to lower performing students. Many students merely "go through the motions" of completing the reflection without sincerely reflecting on their performance. Hence, this Teaching Talk aims to generate discussion which explores ideas to help students recognize the significant role they play in their own learning.

Weekly Reflection Assignment and Connected Learning

Stefanie M. Woodard - Kennesaw State University

Interacting with a subject is just as important as reading or listening. The "Weekly Reflection" assignment facilitates this interaction in three ways: First, students summarize the material from the lectures and PowerPoints in at least five complete sentences. Next, students read the assigned text and answer a series of questions. Finally, students connect the material to something outside class, such as current events or a movie. By encouraging students to engage with course content, the Weekly Reflection aims to deepen students' understanding, while hopefully improving their semester grades and overall study habits as result.

11:15am – 12:00pm

S

SoTL Brief - Concurrent Session 2 - Aconcagua Room

Aconcagua Room

Speakers: Emily Weigel, Brokk Toggerson

Be There to Belong: Sense of Belonging in Major-Restricted and All-Majors Sections of Introductory Science Courses

Emily G. Weigel - Georgia Institute of Technology

A student's sense of belonging is known to have several academic and personal benefits, but how this might change in response to educational techniques and major events is rare. Here we used a series of surveys to investigate how belonging responded to course section, COVID-19 mid-semester disruptions, and options for engagement in breakout groups (e.g. groups that used just chat, just audio, etc.; 'engagement modes'). We found that major-restricted courses may help to buffer students against stressful events, and that giving students choices in how to engage synchronously fosters equally high belonging, regardless of mode.

Creating a More Equitable Introductory Classroom Through Using Invitational Phrasing in Question Solicitation

Brokk Toggerson - University of Massachusetts - Amherst

Instructors often solicit student questions during class periods. Educational workshops often suggest that the script of question solicitation impacts the frequency of questions returned by students. However, no literature exists to support this claim. This study observed the effect of a new solicitation script an instructor integrated into his introductory physics lectures to improve question participation from his students. While the new solicitation script did not change the total number of questions asked by students, the number of questions asked by women, a group traditionally underrepresented in physics, increased significantly.

11:15am – 12:00pm

S

SoTL Brief - Concurrent Session 2 - Denali Room

Denali Room

Speakers: Brian Hardy, Russ Schwarz, Christopher Kilgore

Strategies to Increase Participation in SoTL Faculty Development Initiatives

Brian Hardy - Grand Canyon University

Russ Schwarz - Grand Canyon University

Faculty research departments are continually seeking ways to increase faculty involvement in research projects. This presentation will provide administrators with a better understanding of faculty motivations for enrollment and completion in the area of Scholarship of Teaching and Learning (SoTL) research. This will allow administrators the opportunity to glean a better understanding of proven strategies that reconsider faculty as potential customers. By applying these strategies, research departments can begin to develop research initiatives that stimulate faculty interest and engagement in new research opportunities related to SoTL.

Time & Red Tape: SoTL Support Through Collaboration

Christopher D. Kilgore - University of Tennessee, Knoxville

This presentation shares the results of a qualitative multi-case study on a SoTL support program at a large Southern U.S. public university. The program addresses central barriers to SoTL work, and consists of a series of collaborative meetings, from literature review and research design to IRB application and data collection. An initiating faculty member is considered the primary investigator, but the institution's teaching and learning center staff present themselves as collaborators, and undertake a substantial part of the preparatory work-a feature key to the program's success so far.

11:15am – 12:00pm

S

SoTL Brief - Concurrent Session 2 - Fuji Room

Fuji Room

Speakers: Susan Smith, Mike Serkedakis, Tyra Burton, Chandler Wooten, Chad Rohrbacher, Jeff Brown, Taylor Mitchell, Leroy Long

HIP Faculty Internship Experiences: A Collaborative Autoethnography during COVID-19

Susan Kirkpatrick Smith - Kennesaw State University

Mike Serkedakis - Kennesaw State University

Tyra Burton - Kennesaw State University

Chandler Wooten - Kennesaw State University

Faculty need support as they pursue High Impact Practices (HIPs). Through a cross-disciplinary Internship Faculty Learning Community, we unpacked how internships have changed prior to and throughout COVID-19. We also admitted how much we have changed as people and our commitment to HIPs through collaborative autoethnography. This presentation will share our discoveries and provide those in attendance with better practices for internship instruction, supervision, and/or coordination. We will share insights for effective HIP facilitation, while recognizing the challenges that come with meeting varied stakeholder needs, including our own.

Stories Over Case Studies: Using Critical Narratives to Increase Critical Thinking in Engineering Students

Chad Rohrbacher - Embry-Riddle Aeronautical University

Jeff Brown - Embry-Riddle Aeronautical University

Taylor Mitchell - Embry-Riddle Aeronautical University

Leroy Long - Embry-Riddle Aeronautical University

Most ethics interventions focus on students solving problems via case studies which tend to isolate ethical issues into a format whereby they can be "solved". Typically, these interventions keep students from being able to even identify a problem on their own or reinforces the notion of a singular, technical solution. This quasi-experimental mixed methods study is the culmination of a two-year NSF RIEF grant examining the impact of critical narratives ability to connect student's ethical and professional responsibilities to a variety of contexts.

11:15am – 12:00pm

S

SoTL Brief - Concurrent Session 2 - Kilimanjaro Room

Kilimanjaro Room

Speakers: Kristen Maisano, Robert Anservitz

Anxiety Levels in College Students: The Impact of Evidence-Based Remedies

Kristen Maisano - Saint Catherine University

Each semester, communication with students frequently involves discussions of stress and anxiety. While informal advising and mentoring from faculty may help decrease students' anxiety, it is helpful to know what evidence-based strategies for stress and anxiety reduction can decrease students' anxiety. A literature review was conducted in June 2020 to gain information regarding anxiety and stress in college students. Using the ERIC database, the following search criteria: date range of 2010 to present, full-text, peer-reviewed journal articles using the search terms "anxiety in college students." The search resulted in 151 articles. Upon review of the articles, 21 peer-reviewed publications were relevant to the search topic. The majority of articles eliminated focused on test anxiety, public speaking anxiety, and subject-specific anxiety (i.e., math, statistics, language). Current research demonstrates that biofeedback, meditation, mindfulness, and sleep education all assist in decreasing anxiety in college students (Burns et al., 2011; Crowley & Munk, 2017; Ratanasiripong et al., 2010; Ratanasiripong et al., 2012; Sadigh et al., 2014).

The Softer Side of Training: A Longitudinal Study

Robert M Anservitz - Georgia Gwinnett College School of Business

There is often the perception that hard skills hold greater value than soft skills. Teaching is no exception. The results from this four and one-half year longitudinal study, with responses from 6,722 students demonstrates that, in teaching, soft skills more than hard skills correlate with students' definition of "an optimal training experience." This session presents the research findings from a longitudinal study conducted to measure which teaching factors most highly correlate with an optimal learning experience as defined by the student. This four and one-half year study comprises survey responses from 6,722 students in corporate training classes across different business areas. Running 1,700 regressions, the findings strongly identify a set of training variables that students indicate are most present in relation to an optimal learning experience. The results of these regression analyses indicate that the highest correlations of "optimal instructor ratings" occur between the independent variable, "instructor's overall rating," and eight dependent variables. Notably, six of these eight, i.e., 75% of these variables, are soft skill factors. These six dependent variables account for the highest R-square correlations with "instructor's overall ratings" and include "the instructor brings out my best," "the instructor's level of encouragement," "the instructor's ability to be motivating," and "the instructor's interest in my progress." Measuring the dynamic function that soft skills play in effective training offers significant ramifications for re-defining the role of soft skills in teaching.

12:15pm – 1:15pm	B	<p>Drop-In Virtual Networking Lunch</p> <p><i>Speakers: Hillary Steiner</i></p> <p>Grab your lunch and join the link to connect informally with other attendees or chat with conference organizers. We have pre-set a few breakout rooms for affinity groups; others can be added upon request.</p>	Aconcagua Room
1:30pm – 2:30pm	K	<p>Keynote Address - SoTL for Whom? Revisiting 'Going Public'</p> <p><i>Speakers: Nancy Chick</i></p> <p>SoTL for Whom? Revisiting 'Going Public'</p> <p>Dr. Nancy Chick</p> <p><i>One of SoTL's defining features is that its projects are made public. This mandate to "change the status of teaching from private to community property" aims to elevate the professionalization, practice, and position of teaching in higher education (Shulman, 1993, p. 6). SoTL has maintained Shulman's vision of this community, reinforcing the value of sharing what we learn through SoTL with our institutions, our disciplines, and even the broader academy. However, despite all of this attention to "going public," we seem to have hit a wall in our understanding of "public," with existing educational stakeholders as the outer edge of the common vision of SoTL. Even though SoTL has generated important findings about bottlenecks in learning, ways of increasing empathy, typical reactions to uncomfortable ideas, and more, we aren't sharing this knowledge beyond academic communities -- despite its relevance to significant issues like racial violence and reconciliation, the scientific illiteracy behind mask and vaccine resistance, and ongoing campaigns of misinformation. In this keynote, I will explore this gap in this defining feature of SoTL and how we can reach well beyond our current audiences to effect understanding and change in the world.</i></p>	Aconcagua Room
2:45pm – 3:30pm	I	<p>Innovative Teaching Talk - Concurrent Session 3 - Kinabalu Room</p> <p><i>Speakers: Linda Garrett, Geoffrey Graybeal, Martha Fulk, Laura Schisler, Zackary Rice, Angie Durborow</i></p> <p>Promoting Critical Thinking for Doctoral Learners Using Computer-Assisted Qualitative Data Analysis Software (CAQDAS) for Data Analysis</p> <p>Linda Garrett - Grand Canyon University</p> <p><i>The focus of this proposed session is to discuss how CAQDAS can be used to improve the critical thinking and written communication skills of doctoral learners. Additionally, institutions of higher learning routinely assess the critical thinking and written communication skills of learners at all levels. However, little is known about how teachers facilitate the learning of critical thinking. There is little discussion on the use of CAQDAS as a learning tool. In this innovative teaching talk session we will discuss how CAQDAS can be used as a tool for developing doctoral student's critical thinking and written communication skills at the doctoral level.</i></p> <p>An Examination of Open Educational Resources in Entrepreneurship Education</p> <p>Geoffrey Graybeal - Georgia State University</p> <p>Martha Fulk - Georgia State University</p> <p><i>Open Educational Resources (OER) allow students and instructors more control over the educational material, customizing it and sharing it in ways that make sense as the material from the textbook can be retained, reused, revised, and redistributed. The adoption of such course materials often results in students who perform as well or better than they would have with an out of the box publisher resource (Robinson et al., 2014). We are interested in pre- and post-adoption of OER materials in entrepreneurship education in the same course in line with the work of Croteau (2017). OER improves end-of-course grades and decrease DFW rates.</i></p> <p>Intentionally Encouraging Student Choice</p> <p>Laura Schisler - Missouri Southern State University</p> <p>Zack Rice - Missouri Southern State University</p> <p>Angie Durborow - Missouri Southern State University</p> <p><i>Providing student choice in higher education sounds like a good idea, but how can we realistically implement it in our courses? Join our trio of presenters to hear how they have incorporated student choice into ways students demonstrate their content knowledge, provide opportunities to honor student voices, and encourage students to find relevance in course content, then discuss how you can implement the methods into your own courses!</i></p>	Kinabalu Room
2:45pm – 3:30pm	I	<p>Innovative Teaching Talk - Concurrent Session 3 - Matterhorn Room</p> <p><i>Speakers: Anne Jewett, Ashley Caudill, Dr. Stephanie West</i></p> <p>Game On: Exploring Game-Based Methods for Instructional Delivery</p> <p>Anne Jewett - University of Virginia</p> <p>Ashley Caudill - University of Virginia</p> <p><i>Gamification utilizes game-based elements to foster motivation, engagement, and collaboration among students. Utilizing game-based methods can promote learning and transform a traditional course into a positive learning experience for students. In this session, you'll hear from a faculty member and instructional designer who collaborated to rethink the structure of a graduate-level comprehensive course to enhance the learner experience and instructional capacity. Come discover the various game-based methods and strategies implemented throughout the course, as well as the student response and benefits they have seen as a result.</i></p> <p>Strategies to Maximize Effectiveness of HyFlex Teaching</p> <p>Stephanie West - Grand Canyon University</p> <p><i>This innovative teaching session will focus on maximizing student agency and choices through the offerings of HyFlex instructional sessions to be used in both the mandatory and optional classes and workshops. The focus of this session will be on: (1) ways to engage students through a HyFlex set-up for both of those students that show up in person or online; and (2) the advantages of using the HyFlex Classroom while still giving the students the choice in how they attend mandatory classes or optional workshops.</i></p> <p>**THE FOLLOWING SESSION HAS BEEN CANCELLED**</p> <p>How Using Hybrid Classes Create Successful Students</p> <p>Keely Clay - Kennesaw State University</p> <p>Christine Kim - Kennesaw State University</p> <p><i>The use of hybrid courses allows many opportunities to students. The benefits of having a hybrid class structure are the flexibility it gives students for research, more hands-on learning, discussion time during the face-to-face portion and flexibility with scheduling. The students have the best of both worlds: flexibility with online learning and collaboration with other students and Professor. Furthermore, Case studies and HIP practices have also been successful with the hybrid model due to the additional time given during the face-to-face portion, which was allowed by the prerecorded lecture being taught during the asynchronous portion.</i></p>	Matterhorn Room

2:45pm – 3:30pm

I **Innovative Teaching Talk - Concurrent Session 3 - Uluru Room**

Uluru Room

Speakers: Brennan Collins, Caitlin Fendley, Erica Rowe

Assessing Walking Tours

Brennan Collins - Georgia State University

The pandemic shut down many experiential learning opportunities, but walking tours created a safe, outdoor, high-impact experience. While several faculty at our institution have used walking tours in their classes for years, the pandemic highlighted the strengths of using walking tours, particularly community building in a time when so many students felt isolated. As more students and faculty are coming back to campus, walking tours are a way to reconnect students and faculty to our campus. We are currently working on assessments to measure the effects of walking tours, like integrative learning, community building, and content retention.

Student Reflections on Living and Learning During the COVID-19 Pandemic

Caitlin Fendley - Purdue University

The COVID-19 pandemic reinforces the need for compassionate, accommodating, and inclusive learning environments for students. During two mid-pandemic history of medicine courses, students completed optional "covid reflections" exploring any aspect of the pandemic in any format ("unessays"). Students embraced alternative formats such as poems and stories, while finding needed outlets for reflection and recollection of the individual and collective confusion, trauma, and even boredom caused by the pandemic. Student reflections highlight lived experience, promote belonging, and create a more holistic and inclusive classroom.

Fostering Ownership of Professional Growth Through a Faculty Student Mentoring Program

Erica Rowe - South College School of Pharmacy

Students need guidance to grow into self-sufficient, life-long learners; however, they don't always seek help or recognize the need for mentorship. We have developed a faculty student mentoring program that fosters a collegial relationship between faculty and mentors. These relationships serve to introduce and enhance the students' academic, personal, and professional growth, and to produce well-rounded, self-aware students. We utilize CliftonStrengths, where available, to pair students with their faculty mentors. Students learn to set and achieve goals, while faculty refine their time management and listening skills. This program provides an opportunity for students and faculty to learn from each other.

2:45pm – 3:30pm

S **SoTL Brief - Concurrent Session 3 - Aconcagua Room**

Aconcagua Room

Speakers: Benjamin Brooks, Eileen Grodziaik, Laura Cruz

The Efficacy of Metacognition Capacity Building Strategies for Content Knowledge Acquisition

Ben Brooks - Kennesaw State University

This presentation shares the results of a quantitative study examining the value of metacognitive capacity building for content knowledge acquisition within a leadership studies context. In addition to the findings, this presentation will describe how a culture of metacognition was created for the courses in this study and how the specific metacognitive learning tools used in the study, including critical reflective journaling, arts-based reflection, and reflective post-assessment, could be engaged across disciplines.

Scoping Review of FYS: A Critical Review of the Literature to Discover What Works

Eileen Grodziaik - The Pennsylvania State University

Laura Cruz - The Pennsylvania State University

The first year seminar (FYS) is an established high impact practice in the U.S. higher education. However, there is a wide variation in how FYS is supported by stakeholders and how it is implemented. A recent change to the implementation of FYS at our campus led us to examine the current research literature with a scoping study on FYS (2000+ articles), the results of which we will present. During this interactive session you will learn more about the scoping review as a SOTL methodology, the state of SOTL research in FYS including emerging signature pedagogies, and we will discuss the future of FYS and related research.

2:45pm – 3:30pm

S **SoTL Brief - Concurrent Session 3 - Denali Room**

Denali Room

Speakers: Rebecca Reynolds, Jacen Moore, Lauren Tagliatalata, Allison Martin, Suma Mallavarapu
Integration of Interprofessional Education (IPE) into an Asynchronous Classroom Using Collaborative Learning Strategy

Rebecca Reynolds - University of Tennessee Health Science Center

Jacen Moore - University of Tennessee Health Science Center

This presentation shares an overview of the integration of IPE scenarios into the healthcare professions curriculum using collaborative learning strategy. IPE was introduced to the students using scenarios and training materials developed and utilized by many universities that is freely available. Health Informatics and Information Management (HIIM) students were teamed with medical laboratory science and cytotechnology students to develop a scenario that could involve all of these professions. The focus of the IPE activity was the core interprofessional communication, roles and responsibilities of teams and high-performance teams.

Impact of a Virtual, Interactive Laboratory Experience on Student Learning Depends on Class Modality

Lauren A. Tagliatalata - Kennesaw State University

Allison Martin - Kennesaw State University

Suma Mallavarapu - Kennesaw State University

Incorporation of a virtual, interactive operant conditioning laboratory experience demonstrated significant student learning gains in a fully online class compared to an online control. Incorporation of the same virtual laboratory did not result in significant student learning gains in a fully in-person class compared to an in-person control. Instructor and semester were controlled. These findings indicate that the utility of virtual lab experiences may differ depending on the primary modality of the class and can inform faculty selection of instructional materials and activities.

2:45pm – 3:30pm

S **SoTL Brief - Concurrent Session 3 - Fuji Room**

Fuji Room

Speakers: Nick Murphy, Adnan Rasool, Carrie Humphreys

Small-Group Learning in Large Introductory Classes: A Layered Approach

Nick Murphy - Kennesaw State University

Peer learning is an excellent tool to facilitate learning. However, it can be challenging to incorporate these activities in large introductory classes, both in terms of managements and providing meaningful, individualized feedback. A proposed solution is to create two "layers" of groups within the class - a larger "section" and smaller "sub-groups" within each section. Projects can be assigned to the section, and tasks can be split among the sub-groups. This approach allows for small group collaboration while still being manageable by instructors. This presentation will report on methods and findings from a pilot study implementation.

The Crossover Effect: Enhancing Student Learning Outcomes Through Shared Resources and Diverse Perspectives

Adnan Rasool - University of Tennessee at Martin

Carrie Humphreys - University of Tennessee at Martin

Upper-division classes are often specialized and focus on niche subject areas. But simultaneously, the kind of student skill sets these classes to develop in terms of analytical abilities, research skills, and critical thinking are very similar. We argue that students stand to benefit from crossovers between upper-level classes, specifically in this case - classes on world regions and contemporary global issues. Crossover offers an opportunity for students to apply and understand concepts from diverse perspectives and engage the material actively.

2:45pm – 3:30pm

S

SoTL Brief - Concurrent Session 3 - Kilimanjaro Room

Speakers: Cristen Dutcher, Cheryl Clark, Pingping Song, Karen Perell-Gerson

Student Choice of Course Policies as a Tool for Learning and Engagement

Cristen Dutcher - Kennesaw State University

This project motivates students to engage and connect with instructor and course material. It advances the understanding of students as partners in learning through student participation in choosing course policies. The study examining the student-teacher relationship and demonstrating an additional means of effectively furthering beneficial student-teacher interactions and the student learning experience. Thus far, students overwhelmingly are satisfied with the outcome, appreciating the opportunity to choose for themselves and take some control in the course, decreasing their stress and increasing their motivation around and in the course.

Quantifying the Impact of Competing Priorities on Student Performance

Cheryl Clark - Georgia Gwinnett College

Pingping Song - Georgia Gwinnett College

Karen Perell-Gerson - Georgia Gwinnett College

This project explores the impact of the competing priorities and performance (final course grade) through an electronic survey administered to various GGC courses across campus. During Spring 2022, the survey was given to 12 courses across the Schools of Business Administration & Science & Technology. During this presentation, we will highlight the survey findings and the recommended course-related student engagement (small teaching) and experiential learning (reflection) activities to demonstrate effectiveness in student engagement and performance that will be piloted during Fall 2022.

Kilimanjaro Room

3:45pm – 4:45pm

P

Plenary Session - Learning Bottlenecks: Gateway to Your SoTL Project

Speakers: Joan Middendorf

Learning Bottlenecks: Gateway to Your SoTL Project

Joan Middendorf, Ph.D.

Have you ever experienced a point in your course where students repeatedly get stuck? Where no matter what you've tried, learning doesn't progress? This is a bottleneck, and it can inspire your next SoTL project. Beyond the concept and course-level, macro level bottlenecks can point to project-defining curricular and organizational level questions. Besides helping determine a compelling question or problem for your SoTL project, the bottleneck focus provides a clear direction for data collection. In this session we will view examples of bottleneck-based SoTL projects along with their data/results from several disciplines. Then we will explore bottlenecks and assessments for our own SoTL projects. The session will end with a discussion of possible collaborators from the wider SoTL community or on our own campuses.

Aconcagua Room

OCTOBER 7 - FRIDAY

9:00am – 9:45am	I	<p>Innovative Teaching Talk - Concurrent Session 4 - Kilimanjaro Room Speakers: <i>Erik Hofmeister, Amy Hillen, Dr. Roger Anderson</i> Individual Readiness Assessment Tests Erik Hofmeister - Auburn University <i>The Individual Readiness Assessment Test (iRAT) is a component of the readiness assurance process to prepare students for a class session. Use of the iRAT is simple, encourages student pre-reading, allows testing of important syllabus information, is easy to implement, and is well-received by students in a professional veterinary curriculum in a required cardiovascular systems course.</i></p> <p>Interviewing students: An Innovative Assessment Tool Amy Hillen - Kennesaw State University <i>In this session, I will share how I have used individual interviews - conducted in both face-to-face and virtual environments - to assess prospective elementary teachers' understanding of mathematics. Sample interview questions, student responses, and suggestions for how to adapt this assessment tool to other disciplines and/or settings will be shared.</i></p> <p>Acclimating Refugees/ Immigrants as a Capstone Assignment Roger William Anderson - Central State University <i>Interest in world language education in the US is declining. At one HBCU in Ohio, one assignment at the end of a second semester university French class aimed to facilitate reflection while simultaneously being of societal use. Students wrote letters to Francophone newcomers to Ohio, reflecting on their year of study, offering cultural and linguistic advice to help acclimate them to their new lives. This session overviews the theoretical foundation of global citizenship pedagogy, ACTFL world language standards, and Bloom's taxonomy, which may reveal overlap with other disciplines. Samples of letters demonstrate learners' gains in intercultural competence and linguistic awareness while highlighting potential shortcomings.</i></p>	Kilimanjaro Room
9:00am – 9:45am	I	<p>Innovative Teaching Talk - Concurrent Session 4 - Kinabalu Room Speakers: <i>Ariel Burgess, Diane Menago, Alexa Bonacquisti</i> Towards Empowerment: Helping Students Engage With Ecological Crises and Other Difficult Topics Ariel K. McK. Burgess - Champlain College <i>With the growing understanding that the emotional and psychological impacts of the ecological and climate crisis are serious and possibly harmful, how can we address these difficult conversations in the classroom? In this session, I will share how ecopsychology can help students move from emotional distress towards a sense of calm and empowerment. I will include some conceptual and practical pedagogies to improve difficult conversations and help students feel prepared and inspired. The ideas and techniques are both specific to environmental topics, and transferable to other challenging areas such as racism, sexism, colonialism, and justice.</i></p> <p>Student Engagement Techniques: Supporting a Diverse Classroom Community that Facilitates Creativity, Leadership, and Higher Level Thinking in Classroom Assignments Diane Menago - Holy Family University Alexa Bonacquisti - Philadelphia College of Osteopathic Medicine <i>This session will demonstrate the use of a long-term integrated assignment that facilitates student engagement in a variety of ways. We will describe and discuss ways to cultivate a classroom community that supports diversity, engage students with creativity, and provide opportunities for student leadership and dissemination. The process will be applied in the context of an interdisciplinary Ethics Forum and will discuss how to adapt to other disciplines and settings.</i></p>	Kinabalu Room
9:00am – 9:45am	I	<p>Innovative Teaching Talk - Concurrent Session 4 - Matterhorn Room Speakers: <i>Julee Poole, Robert Keyser, Angela Haynes, Kelly Jo Fulkerson-Dikuua</i> Utilizing the AAA Model to Promote Engagement and Critical Thinking in the Online Discussion Forum Julee Poole - Purdue University Global <i>This Innovative Teaching Talk will introduce the AAA model for promoting critical thinking in asynchronous discussion forums. Participants will be introduced to the three steps of the AAA model, a guided method for instructors responding to students in an asynchronous online discussion. Utilizing the AAA model ensures that every response made to a student will be substantial, informative, and educationally challenging. In addition, employing the AAA model will help promote a participatory culture of continuous development of critical analysis. Also, participants will learn how they can teach and empower students to employ the AAA model.</i></p> <p>Course Alignment, Accessibility, and Instructor Presence in D2L Courses Robert S. Keyser - Kennesaw State University <i>Students with disabilities struggle to navigate through a college course offered through D2L that does not adequately accommodate their special needs. This innovative talk will focus on an undergraduate engineering course that meets ADA compliance. In particular, the talk will address important aspects of course development, such as course alignment, accessibility, and instructor presence. The beauty of this course design is that the course structure can be used for any discipline.</i></p> <p>Transforming the Culture of Teaching into a Culture of Learning: ePortfolios as a Reflective Education Model Angela Haynes - UTHSC College of Dentistry Kelly Jo Dikuua - UTHSC College of Dentistry <i>Clinical educators have begun to focus on how to support students to be technologically competent practitioners. Faculty developed an e-portfolio system using the Bulb e-platform for a collaborative, reflective learning space for students to construct case presentations, organize professional development documents, and share research. Using principles of Backward Design, this learner-centered portfolio offers a chance for early recognition of learning gaps, provides consistent, timely feedback, and promotes learning long after the clinical encounters. This portfolio system offers a model for any discipline hoping to integrate professional development with program content. Content can be tailored to fit any discipline and very cost efficient for programs.</i></p>	Matterhorn Room

9:00am – 9:45am

I Innovative Teaching Talk - Concurrent Session 4 - Uluru Room
Speakers: Paul Raptis, Kristine Stilwell, Presenter Linden Higgins, Dr. Stephanie West
Using the Movie "Reign Over Me" to Teach About Grief and Bereavement in Interpersonal Communication: Lessons Learned
Paul R. Raptis - University of North Georgia
Kristine Stilwell - University of North Georgia
This presentation focuses on the "lessons learned" after conducting an educational study about grief and death. Using mixed methods, the study examined the educational benefits of using the movie "Reign Over Me" in introductory and advanced undergraduate interpersonal communication classes. We administered pre-test and post-test surveys to determine the movie's influence on student perceptions about their communication skills regarding death and coping with grief. The findings resulted in unexpected and even contradictory results. The lessons we learned may prevent other educators from repeating our mistakes.

Uluru Room

Communicating Biology: Students' Responses to 'General Public' Communication Assignments
Linden Higgins - University of Vermont
A central component of most critiques of college science education is lack of opportunity to scaffold students' learning communication skills, but adding innovative pedagogies often raises concern about student opposition. In this session, I will describe low-risk communication assignments deployed in a first year biology sequence, ranging from standard short essays to infographics and press releases. My presentation is focused on students' experiences as revealed in end-of-semester surveys (76% response) showing students enjoyed these assignments and recognized learning benefits. The 'generic' nature of these assignments allows adoption into different disciplines.

Unexpected Challenges while Teaching in Various Post-Pandemic Modalities
Stephanie West - Grand Canyon University
Through our reflective practice during the emergency remote learning transition, we strove to find ways to improve ways to deliver the college course content to where the students would be engaged and academically successful across disciplines. The focus of this session will be on (1) maximizing student agency and choices; (2) innovative technology practices (such as HyFlex and On Your Own Time Lab Assignments) to be used in both the mandatory and optional learning opportunities, online and in-person; and (3) how these innovative practices can be used in the ever-growing larger class sizes.

9:00am – 9:45am

S SoTL Brief - Concurrent Session 4 - Aconcagua Room
Speakers: Stephanie Gutzler, Bailey Brown
Campus Climate, Sexual Identity, and Student Sense of Belongingness: Engagement and Persistence in STEM
Stephanie Gutzler - Georgia State University
This SoTL Brief will discuss a study that investigated how the experiences of students that identify as members of the LGBTQ+ community influence sense of belongingness, science identity and retention in STEM programs. We detected no effect of sexual identity on students' engagement with activities within their major, nor intentions to pursue STEM careers (n=138). How students answered questions regarding the perception of university, departmental and classroom climates shed further light on this idea as there were no differences identified between how LGBTQ+ and Straight students reported their perceptions of the institution's climate. LGBTQ+ students, however, ranked the departmental and classroom climates within their majors significantly lower compared to their Straight peers. We will use these findings to discuss evidence-based inclusive teaching practices and cultivation of welcoming spaces for all students.

Aconcagua Room

Building Classroom Community: Using Educational Technologies to Foster Collaboration and Reflection
Bailey Brown - Spelman College
I draw on student responses from three courses in Spring 2022 to examine how online tools can support learning. I explore the utility of two classroom innovations—collaborative note-taking and reflection forums. In total, 220 responses from the student notes and student reflections were systematically coded to evaluate the effectiveness of the tools. The findings suggest that collaborative note-taking is a helpful tool for engaging students in collaboration. The reflection forums are useful for assessing student learning and evaluating comprehension. The findings for multiple sociology classes suggest that these tools have broad applicability across additional disciplines.

9:00am – 9:45am

S SoTL Brief - Concurrent Session 4 - Denali Room
Speakers: Peter Mikek, Stephanie Miller, Shannon Shumate, Duanping Hong
Flipped Classroom Module on Growth in Intermediate Macroeconomics
Peter Mikek - Wabash College
I report on a classroom experiment comparing a section of the same class exposed to a flipped classroom to the control section. The treatment group watched growth lecture videos online before coming to class while the control group followed the standard lecture/problems format. The hypothesis that there would be no difference in performance was not reject by data. The benefits of a flipped class pedagogy may come from a broader contextual thinking and may differ across social groups.

Are Peer Support Programs Successful in Asynchronous Online Introductory Courses?
Stephanie Miller - Kennesaw State University
Shannon Shumate - Kennesaw State University
Duanping Hong - Kennesaw State University
We explored the use of peer support options (direct support by someone that was the students' peer) in asynchronous online Principles of Accounting courses, to better understand the potential impact of these options on students' perception of self-efficacy and success in the course. Our initial data review exposed some unexpected results that will have implications for programs seeking to add a peer support element to asynchronous classes. However, further analytics reveal some useful insights into how the asynchronous students responded to the availability of peer support in their course.

Denali Room

Speakers: Amanda Jarriel, Mike Martino, Scott Butler, Fikret Demiri, Egzona Hyseni, Laura Cruz

Health Care Leadership Development and Training: Alumni Perspectives from the Field

Mandy Jarriel - Georgia College

Mike Martino - Georgia College

Scott Butler - Georgia College

Synonymous with other general healthcare curricula, leadership education has been recommended for inclusion within competency frameworks for public health, athletic training, and exercise science professions. Thus, well-designed and evaluated leadership curricula are necessary. With the fundamental goal being the transfer of leadership learning from a university level curriculum into alumni work environments, garnering alumni feedback is essential. This presentation will share findings of leadership behaviors alumni regard as requisite during transition to practice. The alumni lens provides important implications for future programming needs.

Cultural Humility in Global Health Care Education & Practice: A Collaborative Scoping Project

Merita Berisha - University of Prishtina, National Institute of Public Health of Kosovo

Fikret Demiri - University of Prishtina

Egzona Hyseni, University of Prishtina

Laura E. Cruz - Penn State

This SoTL brief session describes the process and findings from a collaborative scoping review of the concept of cultural humility in health care education and practice (2018-present). Scoping reviews are an emerging methodology for SoTL studies in which bibliometric analysis is used to develop a comprehensive and systematic review of a particular line of research inquiry (Peterson et al, 2017). Because the scoping process can often produce large amounts of data (initial n for this study was 2234), we chose to crowdsource the process across a cohort of eight students enrolled in graduate programs in nursing, midwifery, and physiotherapy at a leading research university in the Balkans. Cultural humility, defined as a life-long practice of openness, reflection, and critique, oriented towards mutual respect (Forunda et al, 2016), first emerged as a practitioner concept in the health professions, especially social work and nursing (Hook et al, 2013). The concept is intended to shift the emphasis from generalized competencies, which are bounded, to individualized practices, which are on-going, even lifelong (Tervalon & Murray-Garcia, 1998). This epistemological shift is intended to allow for deeper and more meaningful pathways for practitioners, but it can be challenging for educators to cultivate these habits of mind in the classroom (Blinded, 2021). In this interactive session, representatives from the cohort will discuss their experiences in developing their project, which constitute a distinctive students-as-partners model. They will also present the findings from the study, which lend insight into how and why cultural humility can/should be taught in health professions education, including critical perspectives that inject cultural humility into the study of global health education (De Bie et al, 2021).

Speakers: Oreta Samples, Hongmei Zhang, Yanju Li, Yonggi Son, Rachel Gurvitch

Virtual Microbiology - Homegrown Winogradsky Model

Oreta M. Samples - Fort Valley State University

Master-level laboratory sessions have become a challenge over the past two years during the Pandemic.

Attempting to provide meaningful scientific content in a world where the Pandemic has prevented gatherings in the traditional laboratory has perplexed many instructors who traditionally rely on the face-to-face laboratory environment in which to conduct hands-on lessons. A graduate level instructor and her class faced just this dilemma in an Environmental Microbiology course recently. This article showcases how a group of students and their instructor engaged in a "home-grown" study of microbes within their homes across the state of Georgia while satisfying the rigorous requirements of their accreditation agency regarding required topics.

Integrating Active Learning Activities and Metacognition Into STEM Writing Courses

Hongmei Zhang - Georgia State University

Yanju Li - Georgia State University

While active learning is highly recognized and recommended in the educational community, instructors are still struggling with how to incorporate active learning tools into writing courses. This study aims to 1) describe specific challenges encountered in a Biology writing intensive course; 2) introduce the active learning approaches and metacognition integrated into this course; 3) demonstrate the effectiveness of these active learning approaches on engaging students in classes; and 4) share the principles of integrating active learning activities into writing courses in science, technology, engineering, and mathematics (STEM) and beyond.

Application of Cognitive Load Theory in Higher Education Settings

Yonggi Son - Georgia State University

Rachel Gurvitch - Georgia State University

The central idea of CLT has been to increase learning productively under optimal cognitive load without overwhelming the learners. Learners have limited working memory and when it is overloaded, the processing of information is challenged. Thus, the instructional design becomes extremely important to control some of these CLT considerations. The purpose of this presentation is to introduce CLT principles: 1) goal-free effect, 2) split-attention effect, and 3) redundancy effect. In summary, the CLT offers specific guidelines that can help shape instructional practices across different learning settings and different instructional modalities.

Speakers: Kate Cammack, Presenter Linden Higgins, Sharon Carnahan

Implementing Specifications Grading in an Intermediate Science Course

Kate Cammack - The University of the South

Specifications grading is an assessment strategy based on clear learning objectives, mastery learning, frequent feedback, and opportunities revision (e.g., Nilson 2015; Feldman 2019; Tsoi et al., 2019; Earl 2021). This approach reorients students toward learning, rather than point values, and has been associated with positive gains in students' performance and attitude; it may also be more equitable than traditional points-based systems (Katzman et al., 2021; Arnaud 2021). Inspired by existing work STEM courses (Tsoi et al., 2019), I applied specifications grading to my intermediate neuroscience course. I will discuss potential ways to develop content- and skills-based objectives based on discipline-specific competencies (e.g., Kerchner et al., 2012), balance accuracy- and effort-based assignments while maintaining rigor, and facilitate students' revision processes. I will also reflect on what seems to be working well (and not) and how this course fits within our major curricula. These approaches can be adapted for many courses and disciplines.

Jig-Sawing Case Studies to Build Community

Linden Higgins - University of Vermont

Jig-saw activities involve small groups of students developing expertise then recombining in mixed groups to tackle a complex problem, often a case study. Jig-saw activities can help students develop community in the classroom while case studies help connect the content in the class to the 'real world' applications. In a jig-sawed case, the groups analyze distinct cases then regroup to compare and contrast their analyses. Students responded favorably to the 'real-world' aspect of the cases and to the community building afforded by the mixed groups. In this session, I will describe these in moderate sized classes and high enrollment classes, and provide handout samples.

Diversity and Inclusion from the Flip Side

Sharon Carnahan - Rollins College

Higher education is becoming more diverse in both faculty appointments and student enrollment. Inside the classroom, we strive for an active learning approach, with an emphasis on high impact practices like collaborative learning, class discussions, and real-time feedback. But what if the professor is HOH (Hard of Hearing) or Deaf? I will describe the changes made to my pedagogy during COVID19, when mask wearing made it impossible to read lips, and how these changes apply to Universal Design for the academy in a post-mask world. Techniques include use of Google docs, revised formats for class discussion, classroom technologies, and the mindset that professors should strive to include all learners.

10:00am – 10:45am

I **Innovative Teaching Talk - Concurrent Session 5 - Uluru Room**
Speakers: Kathy Negrelli, Ellen Moll, Andrea Arce-Trigatti, Dorota Silber-Furman

Uluru Room

Bending like Bamboo: Resilient Teaching in an Unstable World
Kathy Negrelli - Kennesaw State University
Resilient pedagogy is an approach to teaching that is resistant to disruption and change. With this approach, course design principles are combined with teaching strategies that are forged together to craft resilient instruction. This translates to activities and interactions that support meaningful learning and the implementation of ways to make these work regardless of the learning environment or the modality of instruction. This presentation introduces three technological tools (VoiceThreads, LearningApps, and Screencast) that can be applied in any discipline. These tools allow us to simplify our curriculum, and enable us to be more efficient instructors with resilient course designs, teaching in more meaningful and constructive ways.

Curriculum Design and Practical Pedagogies of Hope
Ellen Moll - Michigan State University
Integrative courses and curricula often ask students to grapple with large, complex problems of urgent importance. Students find these topics engaging, but this learning does not necessarily empower students to feel that they can do anything about the issues. Students can even feel their agency lessen when they learn about the enormity and complexity of seemingly intractable problems. This session provides concrete examples of how to foster hope and student agency in such courses, particularly in the design of course curricula, learning outcomes, and assignments.

Balance Is a Click Away: Innovative Teaching Techniques Centered on Empathy and Flexibility in the Era of COVID-19 Virtual Learning
Andrea Arce-Trigatti - Tallahassee Community College
Dorota Silber-Furman - Tennessee Technological University
This lightning talk addresses how empathy and flexibility were cornerstones of the virtual learning transition that took place during the COVID-19 pandemic as we taught pre-service teachers to better understand their learning in this environment. Educational techniques anchored in empathy and flexibility implemented in an undergraduate teacher preparation program are featured, specifically lessons for both teachers and students that reflect on the commitment, time, effort, and dedication needed to successfully engage with virtual learning. The session provides practical insight regarding these educational techniques that cater to diverse forms of learning and teaching that could be adopted in other disciplines.

10:00am – 10:45am

S **SoTL Brief - Concurrent Session 5 - Aconcagua Room**
Speakers: Julie Newell, Kaylee Polk, Delia Lang, Elizabeth Walker, Caroline Barry

Aconcagua Room

A Wicked-Problems Approach to Critical Thinking
Julie R. Newell - Kennesaw State University
Kaylee Polk - Kennesaw State University
Over many years of teaching a critical thinking course, I have developed a methodology based on the concept of a wicked problem. The course teaches students a way to approach intractable problems that have no right answer, just better and worse responses. They learn a step-by-step way to work through such issues that is immediately applicable to questions they must address in their lives, their other courses, and their careers. For instance, all design questions are wicked problems, attempting to balance the opposing interests of multiple stakeholders. All elements of the course will be available as an Open Educational Resource freely available for adoption or adaptation by other users.

Lowering the Stakes: Quasi-Experimental, Mixed-Methods Evaluation of a Restructured Grading Approach in a Graduate Public Health Research Methods Course
Delia Lang - Emory University
Elizabeth Reisinger Walker - Emory University
Caroline Barry - Emory University
Restructured feedback strategies may improve student learning and course performance compared to traditional grading systems. We implemented a restructured grading approach based on "ungrading" principles in a graduate-level research methods course. A quasi-experimental, mixed-methods evaluation was conducted to compare the restructured and traditional grading approaches on student learning, perceived mastery of course learning objectives, motivation, and perceptions of grading and instructor feedback. We found that the restructured grading approach provided an equivalent student learning experience to the traditionally graded approach.

10:00am – 10:45am

S **SoTL Brief - Concurrent Session 5 - Denali Room**
Speakers: Amy Lantinga

Denali Room

Peer Feedback as a Strategy for Increasing a Sense of Connectedness in a Professional Speaking Course
Amy Lantinga - Northeastern University
This program prepares first-generation, low income, BIPOC students for success at [Name]. Students often express a poor sense of connection with the university. This study examined the impact of scaffolded peer feedback on student perception of connectedness and mattering within the program's professional speaking course. Data sources included discussions, reflections, and pre-mid-post responses to Rovai's (2002) Classroom Community Scale. Results suggest that intentional support of students as they provide and process peer feedback increases a sense of belonging and fosters stronger relationships to course content and to each other.

****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 (King, 2015) is a form of racism in the college classroom that habitually accepts dominant norms and privileges, as compared to critical consciousness and is measured in three distinct and increasingly more complete categories of understanding. Multiple assignments from three classes (N = 128) were explicitly designed to move students through varied categories of learning using Fink's (2013) Model of Significant Learning Experiences. Results show that intentional planning and deliberate discussion can move students to significantly higher categories of understanding with noticeably less dependency on habitual thinking.

10:00am – 10:45am

S **SoTL Brief - Concurrent Session 5 - Fuji Room**
Speakers: B. Jean Mandernach, Helen Hammond, Morgan McNaughton, Melissa Martin, Tim Lintner

Fuji Room

Conducting SoTL Research in the Online Classroom
B. Jean Mandernach - Grand Canyon University
Helen Hammond - Grand Canyon University
Morgan McNaughton - Grand Canyon University
While online teaching and learning has thrived for decades, the pandemic pushed this mode of instruction into the spotlight and spurred a plethora of questions concerning strategies for maximizing teaching and learning in a remote environment. In this session, we explore strategies for conducting SoTL research in the online classroom with an emphasis on the unique opportunities virtual education presents for driving inquiry and data collection. Central to this exploration is an awareness of the common pitfalls in researching online learning and opportunities for expanding theory and practice in this area.

The Self-Efficacy of Preservice Teacher Candidates to Teach Students with Disabilities in K-12 General and Special Education Classrooms.
Melissa Martin - University of South Carolina Aiken
Timothy Lintner - University of South Carolina Aiken
Do preservice teacher candidates feel prepared to teach all students? Initial results of a longitudinal study addressing this seminal question will be presented. The presenters will share how the initial research findings illuminated preparation "gaps" in their teacher education program. Issues of course frequency, content, and diversity of field placement opportunities will be discussed. Ultimately, this session will link self-efficacy to systemic changes in the way teacher candidates are prepared to meet the diverse needs of all students.

10:00am – 10:45am

S **SoTL Brief - Concurrent Session 5 - Kilimanjaro Room**

Kilimanjaro Room

Speakers: Caroline Hanson, Julia Shearer, Rebecca Fiorillo, Wendy Dustman, Whitney Smith, Karen Perell-Gerson, Gillian Rudd, Charmita Burch, Candace Timpte

Pilot Data from a Coordinated Five-Course Experiential Learning Career Preparation ePortfolio Project

Caroline Hanson - Georgia Gwinnett College

Julia Shearer - Georgia Gwinnett College

Rebecca Fiorillo - Georgia Gwinnett College

Wendy Dustman - Georgia Gwinnett College

Whitney Smith - Georgia Gwinnett College

Karen Perell-Gerson - Georgia Gwinnett College

This pilot is an ePortfolio project for pre-nursing students to develop artifacts reflecting experiences obtained across five pillars (critical thinking, career exploration, communication, leadership, connection) for success in healthcare professions. These experiences occur through the five pre-nursing science courses (CHEM 1151K/1152K, BIOL 2451K/2452K, BIOL 2516K). The objectives are 1) enhance retention & progression toward graduation through realistic career goals; 2) facilitate students' use of artifacts to evaluate their competencies; and 3) coordinate students' application of skills learned in courses to chosen career paths.

Data Analysis of Attitudinal Survey and Validated Concept Inventory as a Result of a Low-Cost Transformation of all Sections of Survey of Chemistry II Labs

Gillian E. A. Rudd - Georgia Gwinnett College

Charmita Burch - Georgia Gwinnett College

Candace S. Timpte - Georgia Gwinnett College

Quantitative and qualitative analysis of low-cost, in-house laboratory exercises and supplemental materials for Survey of Chemistry II with Lab, a course primarily intended for pre-nursing students. These labs include aspects of organic and biochemistry concepts. Funded by a Spring 2021 ALG grant, the new experiments are now used across the discipline for all sections. Lowering costs to students by using this in-house lab manual, indicate an improvement in student satisfaction, academic performance, and retention. This course is required and it is a substantial foundation of the pre-nursing curriculum.

11:00am – 12:00pm

P **Plenary Session - Psychological Science: It CAN Inform SoTL**

Aconcagua Room

Speakers: Chris Hakala

Psychological Science: It CAN Inform SoTL

Chris Hakala, Ph.D.

Over the last 20+ years, we have understood more about how students can learn effectively. Much of this work has come out of psychological and learning sciences and has focussed on lab-based studies that have demonstrated optimal conditions for learning. As we have begun to translate that work into the classroom, it has become abundantly clear that there are numerous variables that really guide the effectiveness of such practices. In many ways, psychology and the learning sciences have done a great job of providing us with the techniques. It's up to us, as practitioners of SoTL, to develop the boundary conditions of those learning strategies so we can identify the variables at play and implement them effectively in our courses. In this workshop, we will talk about learning sciences and discuss the varied ways we can utilize SoTL to better implement these strategies into our learning experiences for students. The session will be highly interactive and members of the audience are encouraged to come with ideas, thoughts and questions about the science of learning to better maximize our time to develop effective SoTL strategies for our unique contexts.

12:15pm – 1:15pm

B **Drop-In Virtual Networking Lunch**

Aconcagua Room

Speakers: Hillary Steiner

Grab your lunch and join the link to connect informally with other attendees or chat with conference organizers.

We have pre-set a few breakout rooms for affinity groups; others can be added upon request.

1:30pm – 2:15pm

I **Innovative Teaching Talk - Concurrent Session 6 - Kinabalu Room**

Kinabalu Room

Speakers: James Pacello, Vincent Meninno, Haley Hamilton

Well-Being, Happiness, and the Writing Process

James Pacello - Berkeley College

The session will provide an overview of a strategy to help first-year students improve their research and writing skills while engaging them in a topic of high interest. Participants will be introduced to an assignment in an online writing course that asks students to examine multimedia research material on happiness and well-being and make a case for what they believe are some of the most essential ingredients for a life of well-being and happiness. The assignment was inspired by Dr. Laurie Santos's research and course on well-being and happiness at Yale University, which has become one of the university's most popular classes. Although the session will be focusing on a strategy used in an online writing course, the resources shared can be used in various disciplines and teaching modalities.

Pitching to the President

Vincent Meninno - Freed-Hardeman University

This session will describe the details of a project that creates a more realistic student experience, increases the quality of student work, and increases the knowledge that the students retain. In this semester-long project, students are responsible for designing and planning every detail of a new athletics facility for the university culminating in a presentation pitching that plan to the university's president.

Imagining New Possibilities with Peer Review

Haley Hamilton - Kennesaw State University

This presentation will demonstrate the longitudinal use of Google Drive as a collaborative peer review tool, specifically in FYC. Students need adaptable, user-friendly tools for face-to-face and virtual spaces that they can use inside and outside the classroom. The secondary purpose of using Google Drive for peer review is to teach transferable skills that will benefit students throughout their college experience and will allow students to build working portfolios for critical reflection, revision, and collaboration throughout the semester.

1:30pm – 2:15pm

I **Innovative Teaching Talk - Concurrent Session 6 - Matterhorn Room**

Matterhorn Room

Speakers: Melissa Martin, Tim Lintner, Stacey MacKinnon, Beth Archer-Kuhn, Lizzy Bartelt
Implementing High Impact Practices to Engage Students in Undergraduate Coursework

Melissa Martin - University of South Carolina Aiken
Tim Lintner - University of South Carolina Aiken

Researchers will discuss the implementation of high impact practices (e.g., learning communities, collaborative assignments and projects, service learning) to design a collaborative project between two departments on a college campus. Faculty paired undergraduate students enrolled in a special education course with students enrolled in a beginning psychology course. The development and design of the project, challenges and successes, and tips for future implementation will be discussed.

8 Fundamental Principles That Will Help Reignite Curiosity and Inquiry-Based Learning in Your Classroom

Stacey MacKinnon - University of Prince Edward Island
Beth Archer-Kuhn - University of Calgary

In this session we will outline what we believe are eight fundamental principles that will help reignite curiosity and inquiry-based learning in your higher education classroom. Based on the research literature, our own experiences, and detailed interviews with colleagues and students, these include fostering a mindset of curiosity, being student-driven, collaboration, metacognition, scaffolding and choice, critical reflection, embracing the discomfort of learning, and learning from your students. We will give examples and ask participants to consider how they might include more of these principles in their classroom regardless of discipline.

Scaffolding Effective Writing Assessments when Writing Is Not a Required Objective

Elizabeth Bartelt - University at Buffalo

This interactive session will provide skills to teach more effective writing assessments in courses outside of the traditional writing specific courses, such as public health or other science courses. You will receive take-home resources to apply to your own classes. You will be tasked with unpacking your implicit assumptions about writing, learn two creative solutions to rethinking projects such as a final paper, and how these tips for effective writing assessments will foster a more inclusive and equitable assessments.

1:30pm – 2:15pm

I **Innovative Teaching Talk - Concurrent Session 6 - Uluru Room**

Uluru Room

Speakers: Jennifer Randall, Kate Morgan, Eileen Grodziak, Amy Kuntz, Shawn Bielicki, Alexandra Barnett
Tuning into Technology: From Microsoft to Google, Using Resources that Engage

Jennifer Randall - Dalton State College

I will share some recommendations for Microsoft programs and Google programs that have worked for me within the classroom that can also work for others. Based on James Lang's ideas, even a small change within the classroom can have big results, where using technology like cellphones, which are often considered a weakness and distraction in the classroom, can become a strength. I will walk the audience through some programs and tips for improved classroom engagement.

VR Technology Sunset

Kate Morgan - The Pennsylvania State University
Eileen Grodziak - The Pennsylvania State University
Amy Kuntz - The Pennsylvania State University

Have you ever experienced a useful technology disappear? In our case, self-created VR projects enabled introductory integrative arts students to jump from reading text and viewing snapshots while completing a research paper to observing their spaces in 360° and feeling the impact of the setting. They experienced architectural art in a novel way and demonstrated confidence during class presentations. To deal with the disruption, we focused on the original learning objectives to guide our search for an alternative. Although challenging, we were able to achieve our goal by changing the research theme and adopting emergent low-cost software.

Designing Online Escape Rooms in Higher Education

Shawn M. Bielicki - Liberty University
Alexandra Barnett - Liberty University

Educational Escape Rooms encourage student teams to find clues, solve puzzles, and accomplish tasks to unravel a problem in a limited amount of time. In this session, participants will learn how escape rooms can be utilized in higher education for critical thinking and peer relationship building. Attendees will be taught to create escape room scripts, clues, and plan for props/puzzles- even if conducted online. Participants will complete a brief, but fun online escape room!

1:30pm – 2:15pm

S **SoTL Brief - Concurrent Session 6 - Aconcagua Room**

Aconcagua Room

Speakers: B. Jean Mandernach, Morgan McNaughton, Eileen Grodziak, Laura Cruz

Publication Opportunities for Your SoTL Research

B. Jean Mandernach - Grand Canyon University
Morgan McNaughton - Grand Canyon University

You've finished your SoTL investigation. Now what? Publishing your SOTL study takes more than a good research question, quality data, and thoughtful conclusions... it requires the right fit and alignment. The key to disseminating your research is to align the scope, methodology, and focus of your study with the mission and goals of your target journal. In this presentation, we overview two publication outlets (Journal of Educators Online and Journal of Instructional Research) and highlight strategies to maximize the likelihood of getting your SoTL manuscript accepted for publication.

Reflection in Action: Mapping the Marketplace for Scholarly Personal Narratives in SOTL

Eileen Grodziak - The Pennsylvania State University
Laura Cruz - The Pennsylvania State University

Have you ever considered publishing your reflective writing in SoTL? This interactive session will present the results of an environmental scan of the publishing outlets for scholarly personal narratives (SPNs) in teaching and learning. SoTL advocates have long emphasized the legitimacy of reflective writing, including SPNs, but that advocacy has not always translated into tangible publishing opportunities. Participants in the session will have the opportunity to critically evaluate how reflective writing is valued in the scholarly marketplace, discern opportunities for growth, and identify potential outlets to publish their own work.

1:30pm – 2:15pm

S **SoTL Brief - Concurrent Session 6 - Denali Room**

Denali Room

Speakers: Erik Hofmeister, Amy Yanke

Veterinary Student Decision Making on Post-Graduate Employment

Erik Hofmeister - Auburn University

The purpose of this study was to identify motivations for fourth-year veterinary students to choose future career paths based in post-graduation careers (e.g. private practice) or post-graduation education (e.g. internship). Students choosing post-graduation education tended to value competence and students choosing post-graduation private practice tended to value autonomy and relatedness. While the debt load was not different between groups, the decision to pursue private practice employment was influenced by debt. Involving students in research and/or teaching opportunities may encourage their pursuit of post-graduation education.

Determining Resident Selection Criteria in Veterinary Medicine

Amy B. Yanke - Auburn University College of Veterinary Medicine

Information regarding desired traits for residency candidate selection are lacking in veterinary medicine. A 28-question online survey was developed to determine resident selection criteria, the importance of interviews, and satisfaction with the current selection process. Overall, the most important aspects of the application process were 1) letters of recommendation 2) the interview 3) personal recommendation from a colleague 4) personal statement and 5) demonstrated interest in the specialty.

1:30pm – 2:15pm

S **SoTL Brief - Concurrent Session 6 - Fuji Room**

Fuji Room

Speakers: Eric Albrecht, Austin Brown, Bronne Dytoc

Hierarchical Cluster Heat Mapping as a Visual Approach to Assessment

Eric Albrecht - Kennesaw State University

Austin Brown - Kennesaw State University

We describe a new application of hierarchical clustering designed to provide intuitive heat map displays for visual assessment of conceptual learning. Our instrument was applied to student populations in lower and upper division courses. Complete, single and average linkage hierarchical clustering analysis identified clusters of student groups that responded similarly to our administered assessment. Focused visual analysis of average linkage showed student demographics within visually identified clusters contained significant correlations between grade point average (GPA) and performance.

Integrating Graphics in the Learning of Structures in Architecture : Results across 3 Years

Bronne Dytoc - Kennesaw State University

Does integration of graphics improve the teaching & learning of structures basics in Architecture? The evolving instructional model for this critical class highlights the practice of precise drawing actions to construct visual and embodied associations to the conventional computational content. Results after three years strongly suggest a better learning performance and efficiency for this alternative approach. The methods applied in this research may be beneficial in math and physics classes of similar caliber.

1:30pm – 2:15pm

S **SoTL Brief - Concurrent Session 6 - Kilimanjaro Room**

Kilimanjaro Room

Speakers: Brian Hibbs, Amanda Rosen, Stacie Parillo

Incorporating SoTL into Instructional and Curricular Design: One Teacher's Journey

Brian Hibbs - Dalton State College

This presentation will explore how SoTL as a research framework can be utilized to identify the strengths and areas for improvement for a course module/unit. The presentation will examine the inclusion of the funds of knowledge approach as part of a summer course for pre-service ESOL teacher candidates followed by an explanation of the structure of the course unit and the activities students completed during the unit. An overview of students' perspectives will be provided concerning the strengths and weaknesses of the course unit along. Attendees will then consider how they might incorporate SoTL into their own instructional contexts.

Incorporating Archival Research in Student Research Projects

Amanda Rosen - U.S. Naval War College

Stacie Parillo - U.S. Naval War College

Before asking students to conduct research, instructors must teach them how to do it. To that end, this session presents the results of a comprehensive project in a graduate level data analysis and research methods course that teaches students how to conduct research using archival and contemporary sources. The project develops students skills in finding, identifying and evaluating sources; writing annotated bibliographies and literature reviews; presenting findings; and conducting peer review. Results of the study show the positive effects of teaching students how to do archives-based research.

2:30pm – 3:30pm

P **Plenary Session - From Individual Pathways to Institutional Cultures: SoTL in our Academic Lives**

Aconcagua Room

Speakers: Raj Chaudhury

From Individual Pathways to Institutional Cultures: SoTL in our Academic Lives

S. Raj Chaudhury, Ph.D.

One of the joys of being active in SoTL is discovering all the different ways our own academic journeys bring us to this burgeoning field. For many seasoned academics, SoTL can be a second pathway as we work towards deeper understanding of student learning and our own teaching. However, our academic lives must intersect with the institutional cultures we exist within. Cultures can be affirming but they can also be deterring. In this talk, I shall discuss some ideas viewing SoTL work from a variety of different levels of institutional impact, re-connect it broadly to the Boyer model and also place it within an international context.

3:45pm – 4:30pm

I **Innovative Teaching Talk - Concurrent Session 7 - Kilimanjaro Room**

Kilimanjaro Room

Speakers: Nandana Weliveriya, Sri Dandotkar, Laura Cruz

IF-AT Scratch-Off Cards (Lottery Tickets) to Solve Problems in Introductory-Level Physics Courses

Nandana Weliveriya - University of Georgia

Multiple choice questions (MCQ) or objective response questions are a common form of assessment in introductory-level physics classes. Often these MCQs have been used in quizzes or exams that students respond just individually. Immediate Feedback and Assessment Technique forms (IF-AT) are similar to scratch-off lottery tickets. This presentation compares students' individual vs. group performances in different introductory-level physics courses solving MCQs using the IF-AT forms. We conclude with suggestions for implementing IF-AT forms and the increased use of studio and laboratory settings.

Q-Tips: Strategies for Integrating Q-Methodology into SoTL

Sri Dandotkar - University of Southern Indiana

Laura Cruz - Penn State

In this interactive session, participants will learn more about Q methodology, a process that enables a systematic study of learner viewpoints. You will engage directly in a Q sorting process (via an online survey), review examples of Q methodology in SoTL research, and consider applications of Q methodology to their own SoTL work.

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

Desmos as an Interactive Classroom Tool

Chantelle Anfuso - Georgia Gwinnett College

Katherine Pinzon - Georgia Gwinnett College

Desmos is most widely known as a free online graphing calculator, but their classroom activities provide the ability to incorporate active learning, formative assessments, flipped class lessons, and more, all with ease. These activities may be instructor-led during virtual or in-person class sessions or designed as self-paced out-of-class activities. In this session, two faculty teaching math and chemistry courses will showcase various ways to incorporate Desmos activities into any curriculum, including math, science, and humanities. We will present different types of activities and discuss how to set them up, including creating and editing activities, and how to use them in different courses.

3:45pm – 4:30pm

I **Innovative Teaching Talk - Concurrent Session 7 - Kinabalu Room**

Kinabalu Room

Speakers: Bethany Lisi, Dr. Erin Adams, Jacob Hicks

Using the "Mental Velcro" of Visual Metaphors to Guide Understanding

Bethany Lisi - University of Massachusetts Amherst

Novice learners understand new information in the context of what they already know. Metaphors (a storytelling device that makes comparisons between two unrelated items that share common attributes) serves as "mental velcro" in connecting what novice learners know and the information to be learned. In using visual metaphors, we can provide rich details to our verbal explanations. In this innovative teaching talk, I will discuss what makes an effective visual metaphor, share how I have used visual metaphors in course design, and explore a visual metaphor assignment used with graduate students.

Minds on! Visual Analysis for Student Engagement

Erin Adams - Kennesaw State University

Formally developed as a museum pedagogy, Visual Thinking Strategies (vishome.org) are accessible ways to engage students. Socially, visual analysis helps students develop empathy, see and engage respectfully with multiple perspectives, and communicate with classmates. Academically, it develops students' ability to notice details, articulate findings and draw conclusions, make informed inferences and cite evidence. Best of all, visual analysis is a low-prep, high-engagement strategy ensuring students do the bulk of classroom thinking. Participants will do several visual analyses (e.g. POSARS) and brainstorm their use in various disciplines.

A Picture is Worth More than 1,000 Words: Teaching Religious History to Undergraduate and Graduate Students Using Comic Strips

Jacob Hicks - Grand Canyon University

Undergraduate and graduate students find it easier to learn if they are engaged using visual forms of learning in addition to written texts. One underused medium of teaching that I have successfully used in my religious history-related courses is comic strips. Comic strips are cultural artifacts or a different type of "text" that illustrate key events, trends, concepts, and people of that time. Just like with any other text, a professor can lead a classroom discussion by helping students analyze components of the comic strip. Teaching using comics can be done in both in-person and online settings and can potentially be used in other humanities-related disciplines.

3:45pm – 4:30pm

I **Innovative Teaching Talk - Concurrent Session 7 - Matterhorn Room**

Matterhorn Room

Speakers: Sarah Kuhn, Juliet DSouza, Alice Collins

Supercharge Learning and Engagement by Thinking with Things

Sarah Kuhn - University of Massachusetts Lowell

Human beings are embodied learners—we learn with our hands, our bodies, and our immediate environments. Yet much of the time we send students into the classroom to sit still, listen, look, and take notes. A Thinking with Things approach to instruction transforms teaching and learning by focusing on how hands-on, accessible exercises in the classroom can dramatically increase engagement and deepen learning of key concepts across the disciplines. Using classroom examples and drawing on research in neuroscience and other fields, this talk outlines a novel approach that centers the embodied learner.

Experiential Learning Using Simulation Games in Finance - Stocktrak Simulation Game

Juliet D'Souza - Georgia Gwinnett College

Experiential Learning is learning through experience. In finance, this experience is gained by use of cases, research project simulation games etc. Author shows that through experiential learning, StockTrak trading game, students engage in higher critical thinking discussions and able to bridge the gap between textbook knowledge and real-world, real-life work situations and personal life decision making. In this paper, author presents experiential learning literature and the details of the implementation of the StockTrak Simulation game. Specifically, the author presents game's (a) learning outcomes (b) implementation (c) game evaluation.

Poker Chips, Music, and a Saturday Night Live Skit: My Answer to Getting Students to Class On-time and Prepared!

Alice Ford Collins - Georgia Gwinnett College

Students don't show up for class and when they do they are not prepared -- I've got to do something! During this teaching talk, I will talk about connection, enthusiasm, humor and rewards to improve attendance and preparedness. Kristin Wiig in an episode of Saturday Night Live is trying to get Emma Stone excited about winning a 2-million-dollar Extreme Home Makeover. She keeps asking Emma if she is "pumped" and even adds a dance to her strategy to get Emma to show some excitement. I use Kristin's skit during my class to express my enthusiasm for my discipline. Fifteen minutes before class, I play music of one of my student's favorite artist. It's a way to connect with students using something that is important to them. I use poker chips to reward students for on time attendance, knowing answers to questions from readings, etc. Students can buy their way out of a missed assignment or a low quiz grade, etc.

3:45pm – 4:30pm

S **SoTL Brief - Concurrent Session 7 - Aconcagua Room**

Aconcagua Room

Speakers: Meredith Baker, Janet Shaw

Creative Exercises in Inorganic Chemistry: Discovering Student Misconceptions and Promoting Meaningful Learning

Janet L. Shaw - Kennesaw State University

In order to promote meaningful learning, Creative Exercises (CEs) have been incorporated into our Inorganic Chemistry lecture. CEs are open-ended, student-centered assessments that allow multiple correct answers and do not penalize for incorrect statements thereby inspiring creativity. Generated prompts, example responses, and grading strategy will be presented along with informative examples of common misconceptions. Results presented from a thematic analysis measure level of meaningful learning as evidenced by connections to pre-requisite material. Possible implications for future teaching practices will be proposed.

Student Use and Impact of Resources in a General Chemistry Course

Meredith Baker - Kennesaw State University

In many college-level STEM courses, students are offered a variety of resources that may be optional or required for class credit. When resources are optional, students may feel overwhelmed. We investigated what resources students voluntarily chose to use and the rationale for their choices in a general chemistry class. In this study, we gathered data by sending out voluntary surveys to students in two CHEM 1212 classes and observing student access of resources through D2L. We also asked students what factors affect their resource choice, such as time, cost, accessibility, or recommendation from others. We compare the results of the student self-surveys, rates of resource access, final exam scores, and class grades to determine relationships between resource use and student outcome. We hope to give insight to instructors about what resources are most desirable by students and most helpful for student success.

3:45pm – 4:30pm

S **SoTL Brief - Concurrent Session 7 - Denali Room**

Speakers: Milind Shrikhande, Satish Nargundkar, Celia Szelwach

Online Synchronous and Online Asynchronous Modalities: Effect on Student Learning Outcomes

Milind Shrikhande - Georgia State University

Satish Nargundkar - Georgia State University

We study the effects of online modalities, both asynchronous and synchronous, on student performance in an undergraduate Finance course. Specifically, we examine student performance in a core course for Finance majors, titled "Valuation of Financial Assets". Two sections of the course, one in each modality, were taught in the same semester by the same instructor. A mid-semester evaluation was conducted to improve instruction in both sections. We compare student learning outcomes based on the modality chosen, as well as the students' preferred modality as indicated by them on a survey, to determine if one was better. The findings and contribution of this study will be discussed in the context of the current literature.

Disrupted Learning During COVID-19: A Survey of Student Experience

Celia Szelwach - Cabrini University

Navigating disruption caused by COVID-19 required immediate response by faculty and students as they pivoted to other learning modalities. In February 2021, we administered a 40-question survey to 795 undergraduate and graduate students (master and doctoral level) in multiple disciplines across four Schools at a private university in Pennsylvania to capture student perceptions of learning experience in face-to-face, hybrid, and fully online environments. Ninety-nine students completed the survey. Lessons learned include recognizing and responding to student stress and understanding learning environment design preferences and effectiveness.

Denali Room

3:45pm – 4:30pm

S **SoTL Brief - Concurrent Session 7 - Fuji Room**

Speakers: Adam Tamashasky, Kimbel Westerson, Maria Zafonte

Comparing Student Experiences in a Labor-Based Writing Classroom

Adam Tamashasky - American University

After I transitioned my college writing seminars into labor-based contract courses, I wondered how different student populations were experiencing the new grading ecology. Specifically, I wanted to look at perceptions of the course and outcomes through the lenses of college-generation and primary language: Did students who were first-generation college students and/or speakers of a primary language other than English feel differently about the course than my institution's more traditional student demographic (second+-generation college students who spoke English as a primary language). This session will detail my SoTL Research findings.

Online Writing Portfolios: Documenting Learning in College and Demonstrating Mastery to the Real World

Kimbel Westerson - Grand Canyon University

Maria Zafonte - Grand Canyon University

Our professional writing program's capstone class includes a culminating project where students gather the writing they have done during their studies into an online platform or e-portfolio. We hoped that students would value the exercise and continue to develop their portfolio even after they graduated. This presentation discusses student and alumni survey data on the real-world use and application of our graduates' portfolios, along with best practices we have developed. Additionally, we will discuss with participants how other disciplines might consider employing e-portfolio assignments to showcase student work and attract employers.

Fuji Room