Plenary Presentation Abstracts and Objectives

In alphabetical order by the plenary presenter's last name

How to Incorporate New Teaching Approaches Discovered at Lilly: Recommendations from Implementation Science

Milt Cox - *Miami University*

Abstract: At a Lilly Conference you will likely discover new teaching and learning approaches that you want to incorporate effectively in your courses once you return to campus. However, successful implementation of evidenced-based teaching methods new to you can be challenging. Questions about this process include what methods are most likely to provide successful implementation, how long it will take to achieve increased student learning, and what resources are available to assist the process. Implementation science provides answers to these questions, and in this session we will discuss how this process can work for you.

Session Objectives: After this session, participants will be able to: (1) Describe implementation science. (2) Describe which implementation approaches work and which do not. (3) Describe how to effectively incorporate teaching approaches discovered at Lilly into courses in order to enhance learning.

Session Time: Thursday, 1:30p - 2:30p
Venue: Ballroom

Are Your Students Making Enough Mistakes?

Billie Franchini - *University at Albany, SUNY*

Abstract: Conscientious teachers often think it's our job to prevent student mistakes. This session will suggest the opposite: we should create classrooms that encourage mistakes. If we want to foster deep learning, we need to put students in a position to make the right kind of mistakes: ones that create opportunities for feedback and reflection. Carefully staged and managed opportunities for strategic errors give students the evidence they need to assess their own competence—and give us the data we need to guide our instruction. This workshop will present current research and model strategies for creating meaningful mistakes and productive reflection.

Session Objectives: (1) Explain why they need to create more opportunities for students to make mistakes.
(2) Identify the kinds of mistakes that students need to make in their own courses to encourage deep learning.
(3) Develop strategies to encourage student reflection on errors.

Session Time: Saturday, 8:30a - 9:45a
Venue: Ballroom

Hillary, Donald, and Teaching and Learning in this Presidential Election Season

Mathew L. Ouellet - *Wayne State University*

Abstract: The U. S. presidential election is well underway and a range of complex political, social and ethical issues continue to emerge as part of this democratic process. As faculty developers and teachers, we have a role to play in helping our students and colleagues sustain an inclusive climate for teaching and learning during these challenging times. In this plenary session we will consider concrete strategies to make sense of the thoughts and feelings that will likely arise, maintain a commitment to inclusion, and engage each other authentically during this essential (and likely historical) civic endeavor.

Session Objectives: After this session, participants will: (1) Learn three proactive strategies useful in creating an inclusive classroom environment when you anticipate that hot topics may emerge. (2) Learn three responsive strategies useful in sustaining an inclusive classroom environment when hot topics emerge unexpectedly. (3) Experience two pedagogical strategies to foster authenticity in difficult dialogues.

Session Time: Friday, 1:15p - 2:30p
Venue: Ballroom

Rethinking Current Educational Trends: Balancing Faculty Expertise, Innovative Pedagogy, and Student Learning

Todd Zakrajsek - *University of North Carolina, Chapel Hill*

Abstract: Faculty are often encouraged to: "include more active learning and lecture less," "stop encouraging passive learning," and "create classes where introverts feel comfortable talking." Much research, time, and monetary support has gone into moving teaching strategies in these directions over the past 25 years. But we should ask if we missed something important along the way. In this session we will consider that: some passive learning is good, lecturing can be helpful, and group work may actually be disadvantageous (at times) to introverts. This session examines the other side of current trends in higher education pedagogy and examines the pitfalls of dichotomous thinking.

Session Objectives: (1) Explain why dichotomous thinking jeopardizes student learning. (2) Describe when passive learning is beneficial to the learning process. (3) Defend at least one teaching strategy that is counterpoint to current educational trends.

Session Time: Saturday, 2:30p - 3:30p
Venue: Ballroom

Session Abstracts and Objectives
In alphabetical order by the first presenter's last name

Urban School New-Teacher Retention: A Course on Instructional Design and Mindfulness-Based Stress Reduction Strategies

Christine Abbott and Caryn Wells - *Oakland University*

The integrated course topics are Instructional Design and Mindfulness for Teacher Leadership that address teaching competence, teacher evaluation, social-emotional learning, and stress reduction for teachers.

Abstract: The presentation will examine the impact an integrated approach to new-teacher development and mentoring will have in a course that targets both cognitive and affective practices of beginning professionals. The course focuses on teachers developing unit designs, video-taping, and co-evaluating their teaching with peers under the direction of their university mentor, and conducting research on targeted teaching strategies to enhance their skills. An integrated focus of the course involves the development of knowledge of social and emotional learning for teaching students prosocial and self-regulation competencies with emphasis on stress reduction and wellness, focusing on inclusion, cultural proficiency, and social justice.

Session Objectives: (1) Learn about the newly-designed integrated course for new teachers and participate in a mindfulness-based practice. (2) Engage in an interactive discussion about the problem of new-teacher retention in urban schools and assess how the course content can support and expand the competency of teachers new to the profession. (3) Explore other considerations of this new course development that could enhance the design and effectiveness in dealing with urban new-teacher retention.

Presentation Type: 60-Minute Concurrent
Session Time: Saturday, 11:00a - 12:00p
Venue: Leelanau

Meaningful Engagement: Keys to Creating a Culture to Maximize Student Success and Enhance Retention

Sara Adams Centeno and Chris Finnin - *Ivy Tech Community College and Drexel University*

Presenters will showcase strategies to create exemplary learning environments for today's students, where the ultimate goal isn't only points, but critical thinking and profound learning.

Abstract: Presenters will showcase strategies to create exemplary learning environments that meet the needs of today's students, where the ultimate goal isn't only points, but critical thinking and profound learning experiences. Through active, meaningful engagement, we can boost our student's resilience and increase their willingness and desire to learn, which will maximize work effort leading to academic success. The presenters will bring perspective and insight from both the community college and four-year university vantage points and will provide techniques for adapting methods to create a culture that promotes student persistence, retention, and success inside and beyond the classroom.

Session Objectives: (1) Be empowered to create dynamic learning opportunities within changing learning environments. (2) Refresh your love of teaching while learning tools that transcend age, demographics, and content area, allowing them to be implemented across disciplines. (3) Enhance your college's retention efforts while also fostering student success through meaningful engagement.

Presentation Type: 20-Minute Concurrent
Session Time: Saturday, 10:00a - 10:20a
Venue: Torch

Hybrid Learning: The Best of Technology and Face-to-Face Learning

Phyllis K. Adcock - *University of Nebraska, Omaha*

Innovative teaching approaches such as hybrid courses, facilitates the way for education to make the best use of technology and in dealing with face to face learning.

Abstract: The ability to reach beyond the four walls of a classroom has developed a mindset for faculty who are looking for innovative methodology using technology. Hybrid courses have the power to eliminate traditional barriers of time and space for faculty and students. Faculty, with the support of technology specialists, can enable more flexibility in course delivery. Faculty adoption of technology requires time, resources, technology support, and reflection to build the confidence needed when using various technologies in the classroom. The hybrid course allows convenience in learning independently with the support of face to face learning.

Session Objectives: (1) Learn the way in which technology can support online learning and support face-to-face learning activities that enhance it. (2) Follow the development of a traditional course transformation into a hybrid course. (3) Gain confidence to consider how to efficiency teach in a hybrid fashion, which allows time to enrich face-to-face learning.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 11:45a - 12:25p
Venue: Courtyard 2

Multimedia Tools in Education: Visualizing Data

Gregory Allar, Shaun Moore, and Amanda Nichols-Hess - *Oakland University*

Data visualization is one way that faculty can create powerful graphics to facilitate learning and foster students' higher-level thinking skills.

Abstract: Information overload is a recurring theme in education, which presents new challenges both to faculty and to students. Data visualization is one way that faculty can create powerful graphics to facilitate learning and foster students' higher-level thinking skills. In this session, we will explore how data visualization can be integrated into instruction and administrative work, and how we can help our colleagues build their own knowledge about this topic.

Session Objectives: (1) Learn how data analysis and visualization practices enhance critical thinking and problem solving skills in students. (2) Gain exposure to a variety of teaching strategies that incorporate data analysis and visualization strategies in the classroom. (3) Explore how to integrate data analysis into teaching practices and identify methods of adapting techniques to use in their faculty or staff roles.

Presentation Type: 60-Minute Concurrent
Session Time: Friday, 8:45a - 9:45a
Venue: Courtyard 1

Using Formative Assessment Strategies in Teaching

Gregory Allar - Oakland University

This round table discussion will be an opportunity for participants to learn which formative assessment strategies instructors are using and how these strategies enhance student learning.

Abstract: The intent of this round table is to provoke a dialogue on how formative assessment strategies discussion on how educators are evaluating student learning, and if the assessment tools employed in their courses are

achieving the desired results. The goal of this session is to provide an "exchange of formative assessment strategies" used in the classroom to promote student learning.

Session Objectives: (1) Learn/share which formative assessment strategies instructors are using to evaluate student learning. (2) Learn/share if the formative assessment tools employed in their courses are achieving the desired results. (3) Learn/share how instructors are using feedback from formative assessment strategies to adapt their teaching.

Presentation Type: Round Table Discussion
Session Time: Friday, 8:00a - 8:30a
Venue: Ballroom

Experiential Physical Therapy Education Through Working with Volunteering Patients, a Win-Win Situation

Bara Alsalaheen - *University of Michigan,Flint*

This session summarizes the impact of working with volunteering patients on the psychomotor development and acquiring of clinical skills for Physical Therapy students.

Abstract: Students in health sciences face tremendous challenges in acquiring psychomotor skills as they enter the final clinical internships. Experiential learning through the utilization of volunteer patients can provide a safe environment for psychomotor learning and improve the readiness of the students to become entry-level clinicians. Sixty-nine Physical therapy students completed a 5-week exercise program with 69 local seniors as a part of Geriatric Physical Therapy class. A structured survey and qualitative review of the narrative statements demonstrate the overwhelmingly positive impact of this experience on psychomotor learning, attitude toward aging patients and the student readiness for full time clinical rotations.

Session Objectives: (1) Recognize the benefit of the experiential learning on the readiness of students to be market-ready upon graduation. (2) Recognize the perceived benefits of experiential learning by the local community. (3) Recognize how experiential learning could foster service, teaching and research culture in a regional comprehensive University.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Teaching Effectiveness: What Grabs and Holds Attention Through Completion of a Service Learning Project?

Sarah Beckman - *Indiana University–Purdue University, Fort Wayne*

Experiential service learning project advanced agency's primary prevention goals to ensure safety of children with Type1 diabetes, as well accomplished course and personal learning goals.

Abstract: Gaining the attention of a target audience is not a simple matter, particularly when the goal is application of theoretical principles and evidence-based practice. Experiential, reality-based learning opportunities grab attention. Theories and evidence can and do contribute to sustaining engagement. This presentation provides evidence of successful application of Keller's ARCS Model of Engagement and Neuman Systems Wellness Model in an online senior leadership capstone course. The service learning capstone project, completed in collaboration with preceptor and faculty during a 45 hour practicum, will be featured with examples of how engagement in this project met service learning, course, and program goals.

Session Objectives: (1) Identify teaching/learning strategies based on Keller's ARCS Model of Engagement used by faculty in the classroom, and in turn by the student in a capstone service learning teaching project. (2) Discuss the assessment of the leadership student's need to know and motivation to engage in learning complex material relevant to real world applications in an experiential/service learning capstone practicum. (3) Identify the importance and benefits of a reflective writing component to evaluate Kolb's Experiential Learning Cycle during the completion of a service learning project.

Presentation Type: 40-Minute Concurrent
Session Time: Thursday, 4:00p - 4:40p
Venue: Courtyard 2

"Cats and Dolphins: A Case Study of Faculty/Librarian Collaboration in Improving Student Information Literacy"

Erik Benson - *Cornerstone University*

This session will explore how faculty can improve student learning through collaboration with information/co-curricular professionals, using a case study involving information literacy.

Abstract: "Faculty are like cats" is a well-established cliché. It reflects some desirable qualities, but also suggests that faculty ignore opportunities for useful collaboration, especially with information/co-curricular professionals (e.g. librarians or faculty development personnel). This session will focus on a case study of faculty/librarian collaboration in developing a course assignment to improve student information literacy. It will explore the benefits of such collaboration for faculty, professionals and students, and derive rationales, principles and practical insights for future application. For both faculty and information/co-curricular professionals, it will provide a new perspective on how to best approach collaborative efforts to improve student learning.

Session Objectives: (1) Comprehend the nature and significance of information literacy in higher education. (2) Identify and appreciate the benefits of collaborative classroom initiatives between faculty and information/co-curricular professionals in fields such as information literacy. (3) Identify effective principles, practices, and approaches to such collaboration, and consider future application in information literacy and other fields.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 4:50p - 5:30p
Venue: Crystal

The Importance of Persistence and Passion: Is Grit the Key to Student Success?

Dennis Bozyk - *Madonna University*

We will assess the strongest evidence and arguments supporting and opposing the priority of Grit for student success, with attention to the improvement of teaching.

Abstract: Grit has been promoted as the key to success in university education. In this session, we will discuss the meaning of Grit as presented by its advocates. Participants will complete (privately) the ten-item Grit Scale developed by Angela Duckworth and assess the validity and usefulness of the instrument. We will review the strongest evidence and arguments for and against grit as the key to student success. In a group dialogue, participants will share their views of the priority of grit and the implications of grit for our teaching. We will identify strategies for continuing exploration of grit beyond this conference.

Session Objectives: (1) Describe the meaning of grit. (2) Assess the strongest arguments for and against the priority of grit for student success. (3) Identify methods to apply knowledge of grit to teaching and learning in order to improve student achievement.

Presentation Type: 60-Minute Concurrent
Session Time: Thursday, 2:45p - 3:45p
Venue: Courtyard 1

Engaging Composition Students with Branched Scenarios

Marlena Bravender - Baker College

Participants will be able to explore faculty and student experiences learning through the use of branched scenarios to engage and reinforce learning.

Abstract: Branched scenarios offer a unique way to engage students in the learning process and reinforce concepts learned in the classroom. This study explored the use of branched scenarios in introductory college composition courses where student engagement appeared to be lacking. Using a web-based tool, students were able to work through composition focused scenarios one decision at a time. Each decision resulted in a consequence allowing students to be able to see the results of their decision as a consequence to their choice. The web-based tool allowed students to engage using mobile devices.

Session Objectives: (1) Become familiar with the tools to create a web-based branched scenario learning instrument. (2) Explore the experiences of college faculty that have tried to reinforce learning with this engaging concept. (3) Participate in a basic composition branched scenario.

Presentation Type: 20-Minute Concurrent
Session Time: Saturday, 10:30a - 10:50a
Venue: Leelanau

Quality Improvement Strategies for an Effective Internship Program: A Moving Target

Molly Brennan - *University of Michigan-Flint*

This session will focus on providing tools and strategies for an effective internship program (no matter what the discipline). Participants will have an increased awareness of the need to constantly evaluate their own internship processes on a regular basis.

Abstract: This session will focus on providing tools and strategies for an effective internship program. Presenter will share experiences and tools (planning checklists, learning contract, grading rubric, evaluation mechanisms) to structure a high quality student internship experience. The session will describe solutions to address common challenges including how to navigate the constantly changing internship environment. The session will also address site recruitment, choosing appropriate preceptors and maintaining relationships with internship sites. The session will be highly interactive, including small group break outs, discussions, etc.

Session Objectives: (1) Acquire an internship tool kit which can be adapted to their home institution. (2) Learn through discussions, problem solving strategies for identified common challenges associated with internships (matching, mergers, staff turnover). (3) Assess their current internship program and identify challenge areas and/or opportunities for improvement.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 4:00p - 4:40p
Venue: Leelanau

K-5 Teacher Preparation: Collaboration by Design

Douglas Busman - *Grand Valley State University*

A discussion of our recent efforts (2015-2016) to document a link between our preservice teacher internship program based on co-teaching and improved student academic performance

Abstract: In the latest installment of a ten year study of teacher preparation internships, we will present our most recent findings (2015-2016) in our efforts to demonstrate a link between a preservice teacher internship program

based on co-teaching and improved student academic performance in grades K-5. Qualitative data based on both teacher and student focus groups and quantitative results based on standardized test data will be presented. The data continue to suggest that a co-teaching preservice teaching model in the elementary school does lead to enhanced learning in the classroom.

Session Objectives: (1) Analyze the process and research findings from a recently implemented teacher preparation, pre-service co-teaching model. (2) Critique the research process and findings. (3) Make recommendations for further study.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

The Pros and Cons of Working with Preservice Teachers: A Snapshot of Teachers' Opinions
Douglas Busman - *Grand Valley State University*

This presentation reports the survey responses of a random sample of 382 teachers regarding the pros and cons of working with preservice teachers

Abstract: As the lead player in the teacher preparation internship the cooperating teacher plays one of the most significant roles in teacher education. This presentation reports the survey responses of a random sample of 1200 teachers when asked the following questions. How do they feel about student teachers? What influences them to accept student teachers in their classroom? What incentives might encourage them to take student teachers? What are their expectations for colleges of education in supporting the student teaching experience? The survey data find that most teachers view student teachers as an asset to their classroom and to their professional development.

Session Objectives: (1) Analyze the findings of a survey of teachers regarding the pros and cons of working with preservice teachers. (2) Critique the research process and findings. (3) Recommend avenues for further study.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Insider/Outsider and Surface vs. Deep Takes on Assessing Student Writing in the College
Susan Caulfield, Paula Andrasi, and Lisa Singleterry - *Western Michigan University*

What do we mean by writing? Composition, spelling and grammar, or critical thinking expressed through writing? We unpack these differences and discuss our ongoing research.

Abstract: Student writing continues to be a source of frustration. As a core competency across disciplines, writing can be examined at the college level, which is what our research and practice are about. The Writing Assessment Group (WAG) initially took a standard approach to the assessment of student writing (e.g., rubrics), only to discover that the key issue might not reside with the outcomes, but possibly with the instructions. This workshop summarizes intentional process steps that led to the current participant/observer research, including an emphasis on different types of writing and how the assessment of different types requires different approaches.

Session Objectives: (1) Explore one's own understanding of frustrations related to student writing. (2) Explore processes that aid in the development of a broader understanding of frustrations related to student writing. (3) Leave with resources and scaffolding on how to address frustrations related to student writing.

Presentation Type: 60-Minute Concurrent
Session Time: Friday, 8:45a - 9:45a
Venue: Crystal

Creative Commons and Distance Education: New Possibilities for Teaching and Learning

Paul Cesarini - *Bowling Green State University*

This session examines the use of Creative Commons-licensed work in online classes, with the goal of encouraging faculty to explore licensing their own materials this way.

Abstract: In the world of intellectual property, can there be a middle ground between traditional notions of copyright ("All rights reserved") and public domain? If so, what opportunities might such a middle present as it pertains to distance education? As faculty, should we consider exploring different means to spread the diffusion of knowledge by way of the course materials and modules we create? Intentionally licensing our such works under Creative Commons creates a third way: "some rights reserved". Taking this approach allows us as faculty to extend our reach in terms of the dissemination of knowledge, while simultaneously expanding our brand as subject matter experts and teachers.

Session Objectives: (1) Explore foundational concepts behind Creative Commons licensing. (2) Examine how current learning management systems (LMS) incorporate Creative Commons functionality directly into course development. (3) Discuss how making course materials available under a Creative Commons license can disseminate knowledge and "expand your brand."

Presentation Type: 60-Minute Concurrent
Session Time: Friday, 2:45p - 3:45p
Venue: Courtyard 2

Educating Clinicians: Integrating Critical Thinking and Creativity in the Classroom

Carla Chase and Susan Caulfield - *Western Michigan University*

Students work independently and in groups on creative activities designed to move students toward more creative approaches with clinical interventions.

Abstract: We tend to repeat the same approaches in solving problems and students often mimic what they are introduced to in courses. Creative exploration of possible solutions to presented tasks can help students develop professional critical thinking skills. Students that engage in both group and independent work centered on creativity and problem solving are better able to see the need for creativity in problem solving related to clinical interventions. Participants will walk away with a deeper understanding of what creativity can look like in the classroom and experience the fun of play and how it can be a powerful teaching tool.

Session Objectives: (1) Learn how to facilitate student engagement in the process of problem solving and creativity. (2) Explore one's own creativity and how it can apply to problem solving in both group and individual work. (3) Leave with examples and scaffolding on how to create similar experiences for students.

Presentation Type: 60-Minute Concurrent
Session Time: Friday, 2:45p - 3:45p
Venue: Crystal

Creating a Culture of Mentoring within a Diverse University, One Mentor at a Time

Charlotte Chatto and Molly Quinn - *Augusta University*

Presenters will share how they designed an evidenced-based mentor training program to serve both liberal arts and health science faculty at their comprehensive research institution.

Abstract: The presenters will share the path they took to create an evidenced-based mentor training program for their comprehensive research institution, formed through a recent merger of a liberal arts and a health science university. The pilot program presented in this session consisted of three weekly, two-hour workshops with six faculty from the College of Nursing. It was well-received and deemed useful, as evidenced via participant surveys and self-assessments. Literature illuminating the benefits of mentoring and characteristics of effective mentors will be presented through demonstration of some of the active learning approaches and outcome measures they used in this program.

Session Objectives: (1) Recognize the value of faculty mentoring: Identifying the benefits of mentoring for mentors and mentees, and characteristics/qualities of a successful mentor. (2) Understand the importance of developing a successful mentoring relationship: Recognizing central practices, challenges, and responsibilities of mentoring. (3) Acknowledge the significance of creating a culture of mentoring: Ascertaining directions for sustainability in supporting mentors and addressing institutional factors also central to this effort.

Presentation Type: 60-Minute Concurrent
Session Time: Friday, 8:45a - 9:45a
Venue: Torch

"Good" Hip Hop Teaches "Good" Writing: Hip Hop Pedagogies in FYC

Jill Chrobak - *Oakland University*

The purpose of this presentation is to draw connections between the process of making "good" Hip Hop and the writing process writ large.

Abstract: The purpose of this presentation is to draw connections between the process of making "good" Hip Hop and the writing process writ large. This multi-modal presentation will be part pedagogical reflection and part live-time rhetorical analysis of the Hip Hop documentary, Something From Nothing: The Art of Rap. Specifically, this presentation will illustrate how I evidence the connection between traditional academic texts (Lessner & Craig 2010, Haller 2011, and Giles 2011) and the various Hip Hop artists' invention, brainstorming, critical freewriting, revision, and reflection processes.

Session Objectives: (1) Engage in Hip Hop pedagogical practices. (2) Learn non-traditional, multi-modal pedagogical practices. (3) Learn how Hip Hop culture works for/with students' writing processes.

Presentation Type: 20-Minute Concurrent
Session Time: Saturday, 10:00a - 10:20a
Venue: Leelanau

Engaging the Other 50% of Students: Creating an Equitable Learning Experience for Introverts

Sharon Colley - *Ferris State University*

Introversion is not a defect. This presentation shares ideas for engaging and inspiring introverted students, while maintaining a comfortable classroom environment for all.

Abstract: Introversion is not a fault, and requires no apologies. The recent prominence given the topic of introversion by Cain (2013) in her book Quiet, should cause all educators to consider approaches used in their classrooms. Up to 50% of people are introverts and as reflective individuals, introverts have much to offer. Yet current classroom environments are often not conducive to garnering their insights, and do little to prepare these students for success as leaders in their chosen fields. This presentation will share ideas for engaging and inspiring all students in a class, while maintaining a comfortable classroom environment.

Session Objectives: (1) Value the strengths introverted individuals can bring to the classroom and workplace. (2) Appraise current classroom approaches that may be inadvertently minimizing introverts' engagement. (3) Identify three ways to comfortably engage introverted students in the classroom.

Presentation Type: 40-Minute Concurrent
Session Time: Thursday, 4:50p - 5:30p
Venue: Leelanau

Advantages of Evaluating Unique Students' Performances with Professional Judgment Over Assigning Predetermined Levels from Rubrics

Natalia Collings - *Central Michigan University*

This session will explore fundamental flaws of rubric design and as an alternative offer examples of evaluation instruments that utilize professional judgment against the standard.

Abstract: According to many researchers, defining achievement levels in a rubric does not serve educators, evaluators and their "customers" well. Level descriptors are essentially codifiers, and codifiers can only be applied to physical performance against stable clear-cut standards (codes) that are unachievable in education. Rubrics evaluate unique contextualized performances of students and professionals by selecting an abstract code and a predetermined codification. An alternative is to evaluate with complex qualitative professional judgment of performance against the standard. This session will offer a comprehensive literature overview on the topic and offer examples of evaluation instruments that utilize professional judgment against the standard.

Session Objectives: (1) Examine the argument of fundamental flaws in predetermining achievement levels in a rubric. (2) Evaluate the alternative of using complex qualitative professional judgment to assess and promote unique students' performances. (3) Reflect on their practices of evaluating students' performances and enrich them with new ideas and tools.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 10:00a - 10:40a
Venue: Torch

Innovative Leadership: New Pedagogies for Student Veterans in Nursing

John Collins - *University of Michigan-Flint*

University of Michigan-Flint Veterans BSN program reduces barriers for veterans pursuing nursing by providing transition and enrichment support services, including tutoring, writing, and competency assessments.

Abstract: Transitioning from regimented culture, traditions, and teamwork of military life to the less structured and individual focused culture of higher education can present student veterans with challenges that impede success in the collegiate learning experience. Often these challenges exceed those faced by other non-traditional students pursuing college degrees. The purpose of this presentation is to describe one university's Veterans Bachelor of Science in Nursing (VBSN) project which is focused on building healthy communities by strengthening the healthcare workforce through recruitment, successful nursing program matriculation, reducing barriers to program completion, licensure, and employment of veterans in the nursing workforce.

Session Objectives: (1) Articulate specific challenges faced by student veterans returning to academia that are not faced by the general population of traditional and/or non-traditional non-veteran students. (2) Understand and be able to state specific strategies to assist student veterans in transitioning from military to academic culture, and to

overcome veteran specific challenges experienced. (3) Identify the innovative approaches to assist veteran students with successful matriculation, academic success and program progression, and transition into professional nursing employment.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Creating a Community of Learners in STEM Education Before Entering a Teacher Preparation Program

Kevin Cunningham - *Central Michigan University*

Describes a program for strengthening STEM teacher candidates through engagement in a variety of social, learning, and teaching experiences before formal coursework in teacher education.

Abstract: Effective education in STEM is universally recognized as crucial to addressing the many challenges facing our country and global society. Central to this are effective STEM educators capable of building the literacies and skills that specialists and informed citizens must have to meet those challenges. The STEM Education Scholars program was created to strengthen education in science, technology, engineering, and mathematics by engaging teacher candidates in a variety of social, learning, and teaching experiences before formal coursework in teacher preparation. This presentation will describe this novel program, its initial results, and how it might be applied to other content areas.

Session Objectives: (1) Come to appreciate the value of providing early and ongoing support to strengthen the preparation of teacher candidates. (2) Examine a program to provide STEM education candidates with important social, learning, and teaching experiences prior to formal coursework in teacher education. (3) Understand the initial results of this program, plans for its future refinement, and implications for strengthening the preparation of teacher candidates in other content areas.

Presentation Type: 20-Minute Concurrent
Session Time: Saturday, 10:30a - 10:50a
Venue: Minerva's Boardroom

Why We Do What We Do: Using Poetic Narrative and Mindful Self-Compassion to Understand Identity in Higher Learning

Traci Currie and Danielle De La Mare - *University of Michigan, Flint*

This session will take a look at our academic journey as educators by using a narrative model that hones in on self-reflection, active listening, and relational responsive techniques.

Abstract: The purpose of our talk is to pose identity questions steeped in how we use language to define ourselves as educators in higher learning. This co-presentation asks who teachers are as learners and analyzes our own narrative in the academy through the lens of self-compassion. By asking questions about our learning processes, our personal values, and our human needs, we create an engaging community of learners. We shift the way we deliver material in the classroom because the learning process is personal and engaging. There is a social necessity at stake that turns education into something that moves beyond class lectures. We talk! We act! We Do! We Share!

Session Objectives: (1) Think about who they are as individuals and as a community. In addition, what is the narrative that leads to their identity. (2) Think about why they teach? What is their true intention(s) as educators/teachers/etc. (3) Think about how they attend to their own emotional needs as teachers.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 4:50p - 5:30p
Venue: Minerva's Boardroom

The Effects of Faculty Internationality on Students' Evaluation of Teaching

Sérgio da Silva - *Cornerstone University*

I will present the preliminary results of an experiment to determine how the internationality of professors contributes to explain evaluations of teaching, beyond other stereotypes.

Abstract: My co-author, Emilee Ertle, and I assigned 105 consenting students randomly to one of three conditions (control, rating national professors, or rating international professors), on the professors' legitimacy, competence, relatedness, intelligence, and teaching ability. In each condition participants received the same list containing stereotypical names of White, Black, Hispanic, and Asian men and women, and eight sentences representing their fictional philosophy of teaching, in random order. Preliminary results showed significant complex interactions between professors' gender, race, and national status, and significant mediations of students' gender and academic areas. We concluded that internationality constitutes an additional layer of stereotypical confounding in students' evaluation of teaching.

Session Objectives: (1) Describe at least one effect of internationality on students' perception of teaching quality. (2) Articulate one aspect of the complexity of interactions between students' stereotypes on the process of evaluating teaching. (3) Articulate one suggestion to improve the process of recruitment and retention of multicultural faculty.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Unlocking Student Engagement Across Four Institutions: A Collaborative Approach

Jacqueline Dalley[1], Leszek Gawarecki[2], and Laura Mebert[2] - *[1]Baker College System, [2]Kettering University*

This study researched student engagement by working with students from other disciplines at colleges and universities in the area to address a real world problem.

Abstract: The presentation discusses the findings of a research project conducted as part of a collaborative project at the four colleges and universities located in Flint, Michigan. Over the course of the study, faculty at each institution assigned projects that addressed the Flint Water crisis. Disciplines included communication, statistics, ethics, and biology. At the end of the projects, students from all four campuses met for an evening of collaborative discussion to share their findings and learn about each other's work. Researchers then collected data on students' level of engagement with the project.

Session Objectives: (1) Gain insight into interdisciplinary collaboration. (2) Participate in a discussion of student engagement best practices. (3) Learn about a using a real world scenario to enhance student engagement.

Presentation Type: 60-Minute Concurrent
Session Time: Thursday, 2:45p - 3:45p
Venue: Minerva's Boardroom

Integrating Popular Culture in the Online Classroom

Catherine Dallman and Edward Lazaros - *Ball State University*

Popular culture can be a useful tool in the online classroom to engage students and make learning material more relateable.

Abstract: Distance learning has expanded significantly in the recent years and with that comes a greater focus on the student, in order to maximize interaction and increase motivation (The New York Times, 2001). Integrating popular culture within online lesson plans can help students connect with the material and see ways in which it

can be observed or applied in the "real world." Pop culture can be a resourceful tool to hook the interests of students and can help in better understanding the material.

Session Objectives: (1) Using pop culture to pique students' initial interest. (2) Using pop culture to make ideas more relateable and easy to understand. (3) Becoming familiar with students current interests.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Strategies for Facilitating Discussion in the Online Classroom

Catherine Dallman and Edward Lazaros - *Ball State University*

Facilitating discussion in the online classroom can be challenging, but encouraging students to interact with one another will make the task more meaningful.

Abstract: The online classroom "offers ideal opportunity for generating depth of learning and critical discourse through collaborative online dialog" (Dalley- Hewer et al., 2012). Whether an online instructor is new or experienced, facilitating online discussion with students can be a difficult task. It is important to make the integration of discussion meaningful to students, rather than busy work (Curry & Cook, 2014).

Session Objectives: (1) Explain expectations and participate heavily. (2) Identify key ideas of material. (3) Allow students to exchange ideas and opinions.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Strategies for Fostering Critical Thinking in the Online Classroom

Catherine Dallman and Edward Lazaros - *Ball State University*

Teaching students to think critically through inquiry and application will encourage objective reasoning inside and outside of the classroom.

Abstract: Critical thinking, or critical analysis, is an important skill to teach students. Critical thinking skills will allow students to have the ability to take different perspectives of an idea and evaluate them. Teaching students to think critically helps them develop the ability to think objectively and use rationale to reach a conclusion or judgment. Through the use of a few techniques to trigger critical thinking, students will habituate and thinking critically will soon come naturally.

Session Objectives: (1) Asking the right questions. (2) Argumentative roles. (3) Real world application.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Deepening Understanding in Community-Based Learning Courses Through Multi-Modal Reflective Practice

Emma Davis - *University of Michigan, Flint*

This presentation identifies successes and challenges in effective reflection, provides opportunity for hands-on experience with multi-modal practices, and shares examples from a community-based performance course.

Abstract: Reflection is an essential component of community based learning courses, but generating meaningful responses can be a struggle. Reflection directs student attention to new interpretation of events while creating a positive impact on moral development, critical thinking, and in-depth understanding. Yet in practice, it can be perplexing, hurried, one-sided, or undervalued. This presentation considers research on effective reflection while sharing examples from a course in which students' and community members' reflections contributed to the creation of an original dance. Attendees will think about their experiences with reflection by participating in multi-modal practices that incorporate technology, visual thinking, and kinesthetic responses.

Session Objectives: (1) Identify successes and challenges in effective reflection. (2) Compose responses about reflection through multi-modal practices. (3) View examples of reflections from a community based course.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 10:55a - 11:35a
Venue: Courtyard 2

Forming Successful Collaborative Activities Between Academics and First Responders

Christopher Davison - *Ball State University*

The topic of this poster is building successful academic and government agency collaborations. A successful model of this sort of collaboration will be presented.

Abstract: Collaborative efforts between academic institutions and other government agencies can be fruitful and rewarding, if performed properly. The benefits of partnering with outside agencies will be discussed. The poster topics will cover grant writing, funding opportunities, CT educational experiences, as well as research activities. Pitfalls and successful outcomes with be discussed.

Session Objectives: (1) Explain a model for successful academic/government agency collaboration. (2) Describe academic/government agency collaborative characteristics and failure points. (3) Provide a mode for educators to increase the efficiency of their collaborative efforts.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

The Effects of Internet Gaming Disorder (IGD) on Student Success

Christopher Davison, David Hua, and Edward Lazaros - *Ball State University*

In this poster presentation, Internet Gaming Disorder will be presented. The effects of the disorder on student success will be analyzed and presented.

Abstract: In 2013, Internet Gaming Disorder (IGD) was recognized by the American Psychiatric Association as a distinct psychological disorder warranting further exploration. The APA added this disorder to its latest edition of the Diagnostic and Statistical Manual (DSM-5). Prior to this, Internet gaming did not have a widely accepted definition and the use of nomenclature to describe it varied widely. IGD research was included in everything from substance abuse, addictive behaviors, to inhibitory control research. IGD has potential negative effects on student achievement (e.g., GPA). A short instrument that is valid and reliable will be shown to help educators diagnose IGD.

Session Objectives: (1) Describe Internet Gaming Disorder (IGD). (2) Discuss potential effects of IGD on student achievement. (3) Show IGD diagnosis instrument.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Using Formative Assessment to Craft Instructional Experiences that Facilitate Learning

Nancy DeFrance - *Grand Valley State University*

The application of theoretical work on practice-based professional education, and research on formative assessment, to revising teaching for a graduate class in assessment methods.

Abstract: This presentation describes application of theoretical work on practice-based professional education, and research on formative assessment, to revising an approach to teaching a graduate class in assessment methods. Examples used in the presentation are specific to teacher education, however, the model - formative assessment of candidates own incoming knowledge, skills, and dispositions for a professional practice; analysis of patterns in the data produced by that assessment; immediate, very specific feedback to candidates; instruction (based on Grossman, 2009) that provided representations of practice, decomposition of component skills, and opportunities to practice those skills - may be applied across disciplines.

Session Objectives: (1) Understand a challenge in professional graduate education: The goal of the course is to help people already employed in the profession to adopt a practice proven to be effective, but neither used nor understood well in their work setting. (2) Understand the basis of the instructional model developed: Formative assessment elicited information used to inform teacher instruction and student learning. (3) Understand how the concepts offered by Grossman and colleagues for representing, decomposing, and developing competence in professional practices can shape instructional decisions.

Presentation Type: 60-Minute Concurrent
Session Time: Thursday, 2:45p - 3:45p
Venue: Courtyard 2

Student Nurse's Simulation Experience: Peer Mentoring Increased Student Nurses Comfort in Psychomotor Skills.

Joanne DeWit and Lisa Singleterry - *Western Michigan University*

A redesigned peer mentoring simulation exercise increased students comfort level with psychomotor skills.

Abstract: The sophomore-level Well Elders course in a bachelor nursing program uses senior-level nursing students as peer mentors in extended care facility clinical sites. Prior to entering the extended care facility, a senior-mentored simulation is used as a teaching method to review psychomotor skills. Memories of fear and intimidation were triggered in senior-level students asked to think back on their sophomore-level simulation experiences. Faculty, noting this discomfort, redesigned the skill-based simulation to encourage learner community building and a safe and just culture. A visual analogue scale revealed a positive change in comfort level after the re-designed simulation for both students groups.

Session Objectives: (1) Discuss development of a mentor-led learning experience. (2) Explore improvements to evaluate the learning experience. (3) Learn about an easy measurement comparison of comfort before and after the learning experience.

Presentation Type: Round Table Discussion
Session Time: Friday, 8:00a - 8:30a
Venue: Ballroom

Students Matter: Using Student Focus Groups to Redesign Curriculum

Heidi Eccles - *University of Guelph*

In this session we will discuss transforming higher education by using focus groups to reform student curriculum based on student opinion.

Abstract: Faculty personal often communicate with each other to reform aspects of curriculum. This can happen formally (eg. Conference) or informally (lunch room chat) but that is only one piece of the curriculum puzzle. Students are also greatly affected by the curriculum. Their opinions on the curriculum have potential to change how future students receive the curriculum. They can allow faculty to have a deeper understanding of struggles the students may face with the curriculum. This session will discussion past literature on how student focus groups can positively affect curriculum reform.

Session Objectives: (1) Identify the importance of using student opinion to redesign curriculum. (2) Be able to understand the concept by using the example of using student focus groups for Doctor of Veterinary Medicine curriculum redesign. (3) Discuss the advantages and disadvantages of this method and other methods that can be used.

Presentation Type: 20-Minute Concurrent
Session Time: Saturday, 10:00a - 10:20a
Venue: Courtyard 2

Are We Making a Difference? Assessing the Long-Term Impact of Faculty Development Programs

Yngvi Einarsson - *Western Michigan University*

The long-term impact from faculty development programs was examined. The study revealed that most participants implement and have positive results within 6-18 months.

Abstract: This study examined the impact from faculty development programs offered at a mid-western university. The success case method was used in surveying and interviewing participants in most of the programs provided by the Office of Faculty Development. The benefits of using the success case method will be detailed. Programs varied in length and topic, some were week-long institutes focused on teaching while others were year-long seminars. Participants were contacted approximately 6-18 months after going through each program. Generally, the results show that instructors implement what is learned and have positive results from attending faculty development.

Session Objectives: (1) Learn about the lack of long-term results from faculty development. (2) Learn about the success case method as a method to evaluate long-term results and why it's a useful tool to evaluate "soft" metrics. (3) Learn about outcomes from a range of different higher education development programs.

Presentation Type: 40-Minute Concurrent
Session Time: Thursday, 4:50p - 5:30p
Venue: Minerva's Boardroom

"I Just Hadn't Thought about it Before:" Developing Self-Regulated Learners in a Fully Online Course

S. Elisabeth Faller - *University of Cincinnati*

Come discuss two practices for developing self-regulated learners. Hear lessons learned from their implementation in a fully online course and brainstorm applications to your teaching.

Abstract: A major goal of higher education is to help students choose purposeful pathways through college as they acquire skills that support them in becoming self-regulated and lifelong learners. This poster describes the successful implementation of two practices that foster self-regulated learning, a before- and after-course case study used to assess course knowledge and goal setting, in a fully online teacher education course. In addition to describing the practices, the poster includes a thematic analysis of the data from open-ended student responses to the assignment. Participants are invited to discuss the implications of this work and its potential applications in their classrooms.

Session Objectives: (1) Describe two practices for developing self-regulated learners. (2) Identify lessons learned from the implementation of these practices in a fully online teacher education course. (3) Apply these practices to one of their own courses.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Literacy Pedagogy: Broadening World Views Through Exploration of the ISMS in Texts

Wendy Farkas, Hali Tavalski, and Greg Beamish - *Northern Michigan University*

During this workshop, participants will learn how to scaffold their students' comprehension and help students broaden their world views, implementing a critical social justice lens.

Abstract: During this workshop, participants will read and discuss a nonfiction text through a critical social justice lens. After participants are shown how to actively read and self-reflect, they will participate in a Socratic discussion on the nonfiction essay "Just Walk on By: A Black Man Ponders His Ability to Alter Public Space" by Brent Staples. Participants will leave the workshop with an understanding about how to scaffold their students' comprehension and broaden their students' world views through active reading, self-reflection, and group discussion. Students' self-efficacy, motivation, and engagement will be discussed within context of the activity.

Session Objectives: (1) Learn how to teach their students to actively read for comprehension. (2) Learn how to teach their students to read using a critical social justice lens. (3) Learn how to teach their students to actively engage in meaningful discussion.

Presentation Type: 60-Minute Concurrent
Session Time: Saturday, 11:00a - 12:00p
Venue: Crystal

The Courage to Learn: Helping Students Become Active Learners

Scott Gaier - *Taylor University*

Using research from teaching and learning excellence and from student success, we'll explore strategies for helping students become the active agent in their learning.

Abstract: "Is it possible for teachers to help students take responsibility for their learning? If so, what can we do?" Come join us in a conversation about how to make the most of evidence-based principles from the fields of teaching and learning excellence and student success. We'll discuss how to blend these principles to increase student responsibility, engagement, and mastery learning. Participants will be equipped with ideas and strategies for helping students to become active agents in their learning.

Session Objectives: (1) Learn about the role of cognitive maturity and its impact on helping students take responsibility for learning. (2) Learn about dispositions and deep learning factors that help students become better learners. (3) Be equipped with strategies for helping students to become active agents in their learning.

Presentation Type: 60-Minute Concurrent
Session Time: Friday, 8:45a - 9:45a
Venue: Leelanau

Working With and Across Differences to Effectively Instruct Students from Diverse Backgrounds

Pamela George and Beth Vander Kolk - *Cornerstone University*

Participants will take part in and reflect on teaching strategies that will equip them to create a classroom environment that is academically rigorous, open to diverse ideas, engaging, and supportive to students from diverse backgrounds.

Abstract: Fostering a classroom environment that conveys a belief in students' ability to succeed and excel regardless of their background requires intentional and focused effort. This session invites participants to take part in and reflect on a few teaching strategies that equip instructors to create a classroom environment that is academically rigorous, open to diverse ideas, engaging, and supportive to students form diverse backgrounds.

Session Objectives: (1) Reflect on their current cultural lens. (2) Reflect on pedagogy that is culturally validating and affirming. (3) Participate in several instructional techniques that are culturally responsive, encourage the development of a warm classroom community, and assist students to utilize their cultural and linguistic backgrounds.

Presentation Type: 40-Minute Concurrent
Session Time: Thursday, 4:00p - 4:40p
Venue: Crystal

Power Collaboration: Learning from "Alien" Faculty

Nancy Grigg[1], Montserrat Rabago-Smith[2], and Sherri Donovan[3] - [1]*University of Michigan, Flint* [2]*Kettering, and* [3]*University Baker College*

Faculty from three institutions and fields of study discuss the benefits of participation in a faculty learning community focused on increasing student retention of knowledge.

Abstract: A "Quad Pod" consortium consisting of faculty representing Mott Community College, Kettering University, University of Michigan-Flint, and Baker College met during the 2015-2016 academic year to discuss topics relevant to higher education. Three presenters, representing science, math, and composition, will discuss their active research and its application to improve student knowledge retention in their respective classrooms. Presentation activities for this session will consist of a PowerPoint presentation and guided Q & A session/discussion.

Session Objectives: (1) Contribute to the broader academic conversation regarding innovative classroom pedagogies. (2) Challenge participants to consider the benefits of collaboration among faculty across disciplines. (3) Share ideas for improving student retention of information with session participants.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Impact of Student-Led Instruction vs. Professor-Led Instruction on Performance and Perceptions of Learning

Rachel Hammond - *Cornerstone University*

This session will explore the impact of student-led instruction on course performance and student perceptions of learning, and discuss implications on course design.

Abstract: This session will explore the impact of professor-led vs. student-led instruction on course performance and student perceptions of learning. Results from a recent study of undergraduate management students indicated

that there was no statistically significant difference in student performance based on instruction method, but student perceptions about learning varied. Specifically, the results suggested that creating a student presentation had a positive impact on learning, but learning content from peers was not viewed as having a positive impact on learning. Participants will identify how student presentations are used in the classroom, and discuss implications for designing more effective student presentation assignments.

Session Objectives: (1) Engage in a discussion about how student presentations are used in the classroom environment for engagement and assessment. (2) Learn about the impact of student-led instruction as analyzed from two sections of undergraduate management students. (3) Gain practical ideas for maximizing the use of student-led instruction in future course design decisions.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 10:55a - 11:35a
Venue: Courtyard 1

Online Learning and Teaching at the Community College: Keeping Students Engaged and Committed All Semester

Barb Handley-Miller, Charissa Urbano, Linda Plackowski, and Maureen Donegan - *Delta College*

What are the challenges for maximizing online learning at the community college? General education faculty share strategies to help students engage. We invite your ideas.

Abstract: Online learning is growing at the community college and our diverse student body has challenges to meet in cyber courses. General education faculty in Communication, Philosophy, Biology, and Psychology at Delta College in Michigan share teaching strategies for maximizing online learning in their courses. How do these strategies build on or diverge from excellence in face to face pedagogy, as described in Ken Bain's classic "What the Best College Teachers Do"? Faculty members will also share initiatives at Delta College to foster excellence in online teaching, including the "Technology Fellow's program. Join our discussion and share your ideas.

Session Objectives: (1) Share the challenges for online learners at the community college. (2) Share the challenges for online learners at the community college. (3) Share initiatives at Delta College to grow online learning excellence, including the "Technology Fellows" program.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 10:00a - 10:40a
Venue: Minerva's Boardroom

Unanticipated Outcomes of a Flipped Classroom: Challenges of Changing Students' Expectations of Course Format

Amy Harden - *Ball State University*

Students' expectations of course environment when moving instruction from lecture-based to interactive–based format will be explored. Challenges and suggestions to enhance interactive collaboration will be highlighted.

Abstract: Students' expectations of course environment from lecture-based to interactive format are explored. Examination of challenges addressing students' preconceived ideas of class environment and their approach/behavior of participation will be featured. The interactive format requires the student prepare for class by completing out-of-class readings/assignment/activities. The accountability of preparation for class is a challenge. Various incentives as well as peer pressure can be used to ensure students are prepared for the active participation in class. Additionally, expectations of how group work is accomplished must move to an interactive collaboration process. Challenges and suggestions to enhance the interactive learning environment are considered.

Session Objectives: (1) Identify the challenges/anxieties students experience when instruction moves from a lecture based format to an interactive format. (2) Recognize how to cultivate an environment for students of various learning styles and personalities to 'buy into' the culture shift of interactive learning environments. (3) Identify opportunities to address students' preconceived ideas of course participation expectations.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Students Hate Team Projects: Why, and What Can be Done to Rectify This?

Michael Heberling - *Baker College*

Employers stress the importance of teams. Unfortunately, there is a major disconnect between the teams in the workplace and the teams in the classroom.

Abstract: Teams in real life are frequently a full-time job. Performance of each team member is critical to the success of the team. Evaluation of individual team members is easy to determine. Each team member is incentivized to contribute and maximize results. Unfortunately, in the classroom setting, the team is low priority in the student's world. Frustration and anger are common student complaints. The evaluation is difficult as well. Some team members contribute, some team members over-contribute and some team members just "Ride in the Wagon." All team members will receive the same high grade. This is not the real world!

Session Objectives: (1) Understand why students dislike team projects. (2) Comprehend the differences between teams in the workplace and in the classroom. (3) Understand what components of the team experience can and cannot be taught in the classroom.

Presentation Type: 60-Minute Concurrent
Session Time: Thursday, 2:45p - 3:45p
Venue: Torch

Social Justice in the Classroom: Exploring African American Diversity with Multimodal Apple iBooks

Edwina Helton and Jeffrey Jones - *Indiana University and East Sinclair Community College*

This presentation will include discussion of multimodal opportunities for student learning on diversity using Apple's iBooks Author publishing software.

Abstract: Apple's iBooks Author software has many potential applications, including the ability to create content rich books, textbooks and interactive course materials for the Apple computer and iPad. Following a demonstration of steps on how to build materials, this presentation will include discussion of all three applications for online teaching, including examples of how to create your own works as well as examples of currently distributed materials. In this interactive presentation, participants will explore top uses for iBooks integration into online teaching as well as learn about assessment outcomes drawn from their use in English and Humanities courses.

Session Objectives: (1) Create content rich multi-touch books, textbooks and interactive course materials for the iPad. (2) Discuss of all three applications mentioned above for online teaching, including examples of how to create your own works as well as examples of currently distributed materials. (3) Explore top uses for iBooks integration into online teaching as well as learn about assessment outcomes drawn from their use in English and Humanities.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Creating Global Competency by Infusing Media Asset Projects into Your Classroom

Darla Kay Hill - *Northwestern Michigan College*

Infusing the creation of global digital projects into your curriculum encourages students learn about the topic in reference to the rest of the globe.

Abstract: Opportunities for collaborating and connecting globally are possible with successful uses of technology. The creation of digital projects can lead to opportunities for global collaboration between students and also between teachers as ideas are exchanged and projects are researched. Issues that effect students in one part of the world can also effect students in other parts of the world. By creating digital projects – often solutionary in nature - and extending the research for the topics of such projects to the global arena, students have the opportunity to learn about different cultures. Such projects can become part of a student's e-portfolio.

Session Objectives: (1) Identify technology tools to use to encourage global competency amongst students. (2) Identify examples of possible digital projects that can be infused into either existing or new curriculum. (3) Understand the benefits of connecting their students with students from other parts of the globe.

Presentation Type: 60-Minute Concurrent
Session Time: Friday, 8:45a - 9:45a
Venue: Minerva's Boardroom

Using *DIALOG* Groups to Develop Community and Deep Learning Processes

Patricia Hoffman and Carrie Chapman - *Minnesota State University, Mankato*

To foster deep understanding and dialog we created Dialog Groups. Facilitators cultivate community through transformative conversations and model "agreements" as participants respond to challenging readings.

Abstract: To foster a culture that creates deeper levels of understanding, helps faculty, students and staff develop critical thinking skills, engage in respectful dialog, appreciate diversity, empathize, and become more civic minded we created Dialog Groups. The goals of the Dialog Groups are to create space for an effective professional life; to cultivate community through transformative conversations; to foster critical thinking and dialog; and to move from individual to organizational change. Facilitators create safe spaces for participants to interact and respond to challenging readings. Facilitators model "agreements" based on the work of Singleton, (2015) and Palmer (2007, 2009) to guide discussions.

Session Objectives: (1) Develop an understanding of the principles of Dialog Groups. (2) Practice engagement with several of the agreements. (3) Identify how they could use this strategy in their own institution.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 4:00p - 4:40p
Venue: Courtyard 1

Beyond Traditional Pedagogy Toward True Outcome-Central Education: Using Prensky's Framework to Guide Pedagogy

Patricia Hogan, Chris Kirk, and Bree Carlson- *Northern Michigan University*

Traditional and continuing learning outcomes and new ways to operationalize them (Prensky's model) to better fit the needs of contemporary students are identified and showcased.

Abstract: Learning outcomes are things that matter in the long run. Traditional and continuing outcomes of public education in a democracy include developing knowledgeable, independent critical thinkers capable of economic self-sufficiency and good citizenship. The standards for knowledge, economic self-sufficiency, and good citizenship

have changed, so traditional pedagogy prepares students for a bygone world. Prensky (2014) argues that a small number of identifiable skills/outcomes (Effective Thinking, Actions, Relationships, and Accomplishments) be taught in more relevant ways to better serve the needs of contemporary students. Presenters identify Prensky's model, showcase Prensky-related student work, and invite participants to rethink their pedagogical approaches.

Session Objectives: (1) Be provided evidence for the need for new pedagogical models to better meet traditional and continuing public education outcomes to better meet the needs of 21st Century students. (2) Be exposed to Prensky's model as an alternative framework to guide new pedagogy and will be shown examples of student work reflecting this model. (3) Discuss and plan how they could change assignments, classes and/or curricula using Prensky's model as a guide.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 10:55a - 11:35a
Venue: Minerva's Boardroom

Quick and Easy Positive Classroom Changes

Julie Hollenbeck - *University of Michigan, Flint*

Recently, I have read two great pieces of literature on education. I have made changes in my classroom and would like to share the outcomes!

Abstract: My must-read book list is never ending. As educators, it can be challenging to find the time to keep abreast to all the wonderful resources out there. This presentation will be highlighting a few positive changes I have made in the classroom from two books I have recently read. I would like to share my experiences with you as well as the feedback I have received from my students. The presentation will allow time for educators to discuss implementation of a possible positive change they could adapt into their classroom.

Session Objectives: (1) Identify the presenter's positive classroom changes. (2) Analyze what positive changes they could administer in their classrooms. (3) Discuss implementation of positive classroom changes in their classrooms with others.

Presentation Type: Round Table Discussion
Session Time: Friday, 8:00a - 8:30a
Venue: Ballroom

Leadership as Activism: Building on International Leadership Experiences for Enhanced Civic Engagement

David Howell - *Milwaukee School of Engineering*

How do academics help students understand their personal ethics? And once those personal ethics are defined, how do students then apply them in leadership roles?

Abstract: The presenter has participated in several international Servant-Leadership projects and helped coordinate countless service initiatives so that students can experience what it is like to practice their academic skills in the greater Milwaukee community as well as in the developing world. Lessons were learned from these applied academic experiences that will enhance an upcoming service trip to Uganda, scheduled to take place in November 2016. The presentation will share these lessons learned—as well as the narratives of the trips—to illustrate how the upcoming trip to Uganda is an investment in developing academic communities that value civic engagement.

Session Objectives: (1) Understand how Servant-Leadership is a unique and effective paradigm for developing leaders and enacting social activism. (2) Learn about an ongoing paradigm for international educational experiences that focus on leadership and service. (3) Share narratives that illustrate the endangerment of "civic engagement" and "social action."

Presentation Type: 40-Minute Concurrent

Session Time: Friday, 11:45a - 12:25p

Venue: Courtyard 1

The Art of Visual Thinking: New Approaches for Student Assignments

Cheryl Hoy, Amanda McGuire Rzicznek, and Elizabeth Zemanski - *Bowling Green State University*

This session examines the integration of visual thinking assignments into the classroom and the subsequent effects of this approach on student learning processes.

Abstract: Visual thinking engages both verbal and visual modes of cognition in a dynamic process for understanding ideas and course content. Visual thinking can organize thoughts, clarify information, provide holistic views, and highlight gaps and flaws. Students reap cognitive benefits while working on verbal-visual tasks and when viewing their completed assignments. In this session, we will explore several visual thinking assignment strategies and reflect on the challenges, successes, and effects of those assignments. Participants will engage in visual thinking activities similar to ones used with our students to illustrate the application of this approach in a variety of disciplines.

Session Objectives: (1) Discuss the expectations and challenges of a visual thinking approach for student assignments. (2) Analyze the strengths and limitations of visual thinking assignments for student learning. (3) Engage in several hands-on visual thinking activities that support meaningful learning.

Presentation Type: 60-Minute Concurrent

Session Time: Thursday, 2:45p - 3:45p

Venue: Leelanau

Opportunities and Challenges of Competency-Based Education

David Hua, Christopher Davison, and Edward Lazaros - *Ball State University*

This poster will identify the opportunities and challenges associated with competency-based education. It will also provide a framework for how it can be implemented.

Abstract: There is concern among legislators with the increasing cost of higher education. In light of these high costs, the aforementioned parties are also demanding greater accountability. One of the recent trends in this movement has been competency-based education. Competency-based education is centered on the idea that higher education should identify and validate that students are attaining defined levels of competencies in their academic programs. The details on how implementing competency-based education in higher education provides some logistical and pedagogical challenges. This presentation will discuss the opportunities, challenges, and strategies for implementing a degree curriculum based on a competency-based education model.

Session Objectives: (1) Be provided an overview of competency-based education (2) Identify the opportunities and challenges associated with competency-based education (3) Be offered a framework of how competency-based education can be addressed in applied sciences programs such as information technology and graphics arts management.

Presentation Type: Poster Presentation

Session Time: Friday, 5:30p - 6:15p

Venue: Ballroom

Using Metacognitive Learning Strategies to Improve Chemistry Education

Kim Huynh and Michelle Udeli - *University of Maryland*

After teaching our students metacognitive learning strategies, we see an increase in grades in comparison to students who were taught in a more traditional way.

Abstract: Most students who enter college have not developed effective learning or studying techniques. They were successful in high school by memorizing information, instead of obtaining a deep understanding of the material. This becomes very evident after their first pre-assessment exam. With a class average of 11% (from students with an average 3.9 cumulative GPA), we can assume that these students did not retain what they learned in their respective high school chemistry classes. After teaching our students metacognitive learning strategies, we have noticed an increase in grades in comparison to students who were taught in a more traditional way.

Session Objectives: (1) Learn common misconceptions from students taking a college chemistry course. (2) Learn how to teach metacognitive learning strategies. (3) Learn how to assess their students understanding and retention of information.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Perceptions of University Faculty Working with Students with Special Needs Within Their Classrooms

Liza Ing and Christine Conley-Sowels - *Ferris State University*

University faculty perceptions of including students with special needs in their classrooms and strategies to make your classroom more inclusive will be reviewed.

Abstract: Two faculty at a Michigan University developed a survey to determine the attitudes and comfort level of faculty at the University related to students with special needs. The survey was sent to all full-time, part-time and adjunct faculty on all campuses. Returned surveys were disaggregated by campus and employment status and analyzed. Attitudes were mostly positive, however a majority of the respondents believed that more training in this area was needed. Specific areas of need were in general accommodations and modifications, dealing with problem behaviors, academic expectations, accommodating students while maintaining high standards, as well as a variety of other topics.

Session Objectives: (1) Review of faculty survey research on attitudes in teaching students with special needs in higher education. (2) Discussion on teaching strategies for inclusion of students with special needs in your classroom. (3) Review of survey instrument used to collect data.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Teaching Photovoltaic Systems Through Experiential Learning In and Out of the Classroom

Lihong (Heidi) Jiaoand Sofia Fanourakis - *Grand Valley State University*

This presentation will describe teaching photovoltaic systems through experiential learning and in collaboration with community professionals and students from different disciplines.

Abstract: Research has shown that experiential education is important both in bridging the gap between theory and practice and in teaching students the competences they need for real-world success. This presentation will demonstrate the experiential learning model (ELM) used in teaching photovoltaic systems where students undertake the task of building and installing solar powered medical systems for a hospital in Malawi Africa where unexpected power outages are frequent. Students gained valuable learning experiences by interacting with a medical doctor who has been working in Malawi for over 15 years and by collaborating with students in the business and education disciplines.

Session Objectives: (1) Explore the best practice in learning engineering concepts. (2) Describe the perceived benefits of experiential learning by the global community. (3) Gain valuable lessons on students' engagement and learning.

Presentation Type: Round Table Discussion
Session Time: Friday, 8:00a - 8:30a
Venue: Ballroom

Metacognition and Mindfulness: Promoting Self-Awareness, Focus, and Calm in First-Year Classrooms

Katie Jostock and Lauren Rinke - *Oakland University*

Presenters will discuss the relationship between metacognition and mindfulness in first-year classrooms and its link to promoting self-awareness, focus, and calm in academic performance.

Abstract: Based in theories from Negretti (2012) and Hjeltnes et al. (2015), presenters will address how the use of metacognition and mindfulness in first-year classrooms can help students alleviate anxiety and negative self-perception when approaching assignments. Specifically, the use of metacognitive reflective practices and how an awareness of one's learning style and thinking processes can strengthen critical thinking skills and engagement in one's learning will be examined. Further, the use of mindfulness and meditation will be explored as a way to deepen reflection and alleviate academic performance anxiety. Session participants will have the opportunity to engage in metacognitive and mindfulness exercises.

Session Objectives: (1) Define metacognition and mindfulness and examine their relationship to each other. (2) Consider how the use of metacognition and mindfulness might influence student academic success and overall well-being in the first-year classroom. (3) Practice metacognition and mindfulness.

Presentation Type: 60-Minute Concurrent
Session Time: Friday, 8:45a - 9:45a
Venue: Courtyard 2

Using Innovative Activities to Integrate Biology, Medical Physics and Radiation Oncology

Sara Kacin - *Wayne State University*

This session focuses on an interdisciplinary approach to design activities for a NIH grant funded 6-day course focusing on biology, medical physics and radiation oncology.

Abstract: Interdisciplinary learning opportunities can provide a foundation for developing effective communication and teamwork skills benefiting practice-based care. This session will focus on an innovative interdisciplinary approach educators used to design activities for a NIH grant funded 6-day course with the goal to integrate content from biology, medical physics and radiation oncology. After this interactive session, learners will be able to discuss the value of interdisciplinary collaboration for educational projects and collaborate with colleagues to incorporate best practices of interdisciplinary team design and design group activities incorporating best practices learned in the first two years of this grant.

Session Objectives: (1) Discuss the value of interdisciplinary collaboration for educational projects. (2) Identify the best practices of interdisciplinary activity design. (3) Modify an existing activity to include the interdisciplinary best practices that have evolved from our experiences working on the grant.

Presentation Type: Round Table Discussion
Session Time: Friday, 8:00a - 8:30a
Venue: Ballroom

Outcome-Driven Learning 2.0: Expanded Applications through Education

Diane Kimoto Bonetti, Heather Kehoe, and Ariana Hernandez - *Grand Valley State University*

Outcome Driven Learning is a theory that utilizes an understanding of how communication, action learning, and personal development foster mentor relationships that promote social equity.

Abstract: Outcome-Driven Learning (ODL) is derived from the elements of communication, action learning, personal development, and employability with impacts (Kimoto, Mulder, Jackson, & Franco, 2012). ODL was specifically created to enhance the skills of students who sought real solutions for real problems (Kimoto, 2007, 2010, 2011; Kimoto, Frasco, Mulder, & Juta, 2009). Initially a connection between the principles of ODL was made with the return to work/school literatures (Kimoto Bonetti, 2015; Bonetti, Mulder, & Hernandez, 2016). Since that time, students have found additional avenues for the application of ODL including achieving social equity by utilizing communication, action learning and personal development.

Session Objectives: (1) Emphasize the underlying roots of mentor relationships and understanding behind the expansion of ODL. (2) Share professional development strategies for mentors (e.g., keep a mentor log/journal, talk with other mentors, feedback from mentee, read professional literature on mentoring, attend conferences on mentoring). (3) Employ exercises to foster understanding and relationship building (i.e., Baker's dozen).

Presentation Type: Round Table Discussion
Session Time: Friday, 8:00a - 8:30a
Venue: Ballroom

Benefits of Using Group Exams as a Form of Exam Review: A Decade of Experience

Judy Klimek - *Kansas State University*

How to use group exam reviews to improve learning, reduce test anxiety, discover problems with test items, and make the test more fun.

Abstract: Group exams as a form of exam review promote greater engagement with exam content, reduce test anxiety, and develop a culture of shared responsibility and community in learning. They can also be used as a way to reach students who are not doing well in a course. A survey of student opinions this year demonstrated many perceived benefits, including nearly 100% participation, better understanding of content, reduction in challenges to questions, and reduction in stress associated with the exam. Practical suggestions for implementation will be included. Time for questions and answers will also be included.

Session Objectives: (1) Learn how to use group exams as a way to review tests and increase learning. (2) Hear what students like about group exam reviews (and what they don't like). (3) Be provided with practical suggestions for implementation of group exams.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 10:00a - 10:40a
Venue: Courtyard 2

Effortless Learning vs. Effortful Learning

Serena Kuang - *Oakland University William Beaumont School of Medicine*

This presentation introduces three levels of approaches that may potentially facilitate effortless learning as opposed to effortful learning.

Abstract: We have all had the experience of learning and memorizing some things easily and quickly or spontaneously or effortlessly and other things slowly and with difficulty or intentionally or effortfully. Through identifying 1) the characteristics of the conscious vs. sub/unconscious mind, and 2) the level of awareness of the values (explicit or implicit) underlying human emotions, motivations, and behaviors, I will lead and facilitate the audience to think and explore three levels of approaches that may maximize the effortless sub/unconscious mental and behavioral processes to enhance learning and achievement.

Session Objectives: (1) Realize and be able to list some of the characteristics of the conscious mind and the sub/unconscious mind. (2) Recognize and identify implicit values underlying human emotions, motivations, and behaviors and use these values to promote learning processes. (3) Describe and apply three levels (low, middle, and high) of approaches that will help facilitate the automatic, effortless sub/unconscious mind processes to assist learning and goal pursuit.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 10:00a - 1040a
Venue: Courtyard 1

Shaping an Appreciative Mind Setting: The Wisdom to Be Wise

Serena Kuang - *Oakland University William Beaumont School of Medicine*

This poster presents the implicit logic underlying the wisdom of appreciation and reminds participants of how often we waste rather than use this wisdom.

Abstract: Through classifying the factors that influence learning into external and internal causes, we 1) address that internal causes are the key links in learning; 2) provide stories that demonstrate how a positive change in learners' mind setting (the internal cause) results in effective learning; 3) analyze a list of teachable mind settings and identify "appreciation" as the fundamental mind setting educators should take as the priority to foster and nurture; and 4) illustrate why shaping an appreciative attitude is the wisdom to be wise.

Session Objectives: (1) Become clearly aware of the lack of educational efforts that optimize learners' mind sets— the key links in learning. (2) Realize why shaping an appreciative mind setting is the wisdom to be wise. (3) Apply the logic underlying the mentioned wisdom to enlighten their students.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Asynchronous Course Delivery in Online University Courses

Edward Lazaros - *Ball State University*

This presentation will define asynchronous instruction. It will also highlight the major benefits of asynchronous learning in the online university classroom and outline some disadvantages.

Abstract: Online university courses are becoming very common due to the rise in non-traditional students and distance students. While the disadvantages of not being present in a physical classroom are obvious, there are also some obvious benefits to asynchronous online course delivery. This presentation will highlight the aforementioned in depth.

Session Objectives: (1) Define asynchronous delivery. (2) Outline some of the major benefits of asynchronous learning in the online university classroom. (3) Outline some of the main disadvantages of asynchronous learning in the online university classroom.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Effective Online Teaching Practices

Edward Lazaros - *Ball State University*

This presentation will discuss how to structure an online course, provide constructive feedback, and effectively communicate and interact with students.

Abstract: The presentation will provide information relating to strategies for implementing clear course structure and organization for online courses. Methods for providing timely and constructive feedback will be presented. Strategies for encouraging interaction and clear communication in online courses will be highlighted.

Session Objectives: (1) Implementing and providing a clear course structure and organization. (2) Providing timely and constructive feedback. (3) Encouraging independent and thoughtful Interaction.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Learning Management System: Blackboard Online Tools

Edward Lazaros, Chris Davison, and David Hua - *Ball State University*

This presentation will discuss how Blackboard online tools can be best utilized from a learning management perspective.

Abstract: During the presentation, session participants will learn how a variety of assignments can be developed in Blackboard including Wikis, blogs, journals, and discussions. Examples of 3rd party commercial content that can be used in Blackboard will be presented.

Session Objectives: (1) Centralized and different assignments allow for variety and creativity while remaining within the same website. (2) Instructors and students can better communication through a variety of communication tools. (3) In addition to instructor created content, additional free resources can be accessed through several third party providers.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Dyslexia the Hidden ABILITY in Your Classroom

Wendy Lesoski - *Grand Traverse Dyslexia Association*

Educators: say dyslexia! It's in classrooms. Seek to understand and identify dyslexic learners. Dyslexic learners should thrive and feel empowered in our schools.

Abstract: Dyslexia can be identified. Systematic educational plans when implemented in classrooms enable dyslexic learners to reach their potential. As educators, we must start by seeking knowledge and then actively "drive the bus" for dyslexic learners and their parents. Screening check lists begin the process with a follow up of systematic programs and diagnostics tools. Over time and through grades, a progress-driven educational record can document their learning aligning with existing tier system. Educators are life long learners, continually adjusting classroom environments and teaching styles. Let's learning the whys and hows for teaching dyslexic learners.

Session Objectives: (1) Gain knowledge about dyslexia. (2) Take away ideas about identifying, teaching to and monitoring dyslexia. (3) Understand why dyslexic learners need educators to support and encourage them as learners.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 11:45a - 12:25p
Venue: Crystal

Evidence-Based Education vs. Wisdom-Based Education

Stephen Loftus - *Oakland University William Beaumont School of Medicine*

Wisdom-based education is a way to address the weaknesses of evidence-based education. The best evidence needs to be integrated with personal experience and expertise.

Abstract: The evidence-based approach to professional practice, such as medicine, has brought with it undoubted benefits and this approach is understandably being more widely applied to other fields such as higher education. What is frequently forgotten is that the original pioneers of the evidenced-based approach called for the best evidence to be integrated with personal experience and expertise. The latter are frequently played down in professional education. The integration of personal experience and expertise with the best evidence can develop practice wisdom. The development of practice wisdom requires practical experience, reflexivity, criticality and mentoring.

Session Objectives: (1) Identify the concepts that make up a wisdom-based approach to education. (2) Describe the similarities and differences between an evidence-based approach to education and a wisdom-based approach. (3) Outline the elements that need to be considered in developing a wisdom-based approach to education.

Presentation Type: 40-Minute Concurrent
Session Time: Thursday, 4:00p - 4:40p
Venue: Minerva's Boardroom

Personalized Learning: Co-creating Course Syllabi with Students

Nikki Logan - *University of Wisconsin, Stevens Point*

Participants will explore the research supporting, the advantages and barriers of, appropriate courses for, and ways of co-creating course syllabi.

Abstract: Personalizing students' learning is a hallmark of effective teaching. Co-creating course syllabi with students has been shown to increase student motivation, performance, and ownership in course structure and content. This session will briefly present new qualitative research regarding personalized learning. Participants will brainstorm methods for how to co-create course syllabi; work in groups to identify barriers and ways to overcome barriers to personalize learning; and discuss how this practice could be implemented in courses. The session will conclude with participants role-playing as students in a course, as the presenter leads them through an activity to co-create a mock course syllabus.

Session Objectives: (1) Learn multiple methods of co-creating course syllabi with students. (2) Identify and discuss components of a typical syllabus that can be developed with the help of students. (3) Co-create a course syllabus that will increase student engagement and academic performance.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 4:00p - 4:40p
Venue: Courtyard 2

Student Perspectives of Interprofessional Education Instructional Pedagogy

Denise Ludwig, Hannah Young, Cristin Cole, Lavanya Adireddy, and Mason Moody - *Grand Valley State University*

Students from five health professions will describe a multi-institutional Interprofessional Education (IPE) experience, discuss the lessons learned about team collaboration skills, and provide pedagogical recommendations.

Abstract: Interprofessional education (IPE) for health professionals is a key pedagogical approach to preparing students to acquire team collaboration skills. These service/experiential learning experiences provide opportunities for students to acquire the core competencies of interprofessional practice. (IPEC, 2011) This presentation will describe a multi-institutional interprofessional learning experience and the lessons learned from the perspective of students from five health professions related to development of IPE competencies. Students will discuss the process of collaborating and engaging in an interprofessional education experience through the Midwest Interprofessional Practice, Education, and Research Center (MIPERC) and provide recommendations for cultivating a relevant and rigorous learning experience.

Session Objectives: (1) Acquire knowledge of student perspectives of interprofessional education experiences. (2) Identify barriers to effective interprofessional education learning expectations. (3) Identify effective strategies for teaching interprofessional collaborative practice competencies.

Presentation Type: 20-Minute Concurrent
Session Time: Saturday, 10:00a - 10:20a
Venue: Crystal

Building Inclusive University Culture by Gameful Design of Teaching

Szymon Machajewski - *Grand Valley State University*

Gameful design can promote the building of empathy between participants, which is a start of grassroots support for inclusive culture in the classroom, online, and campus wide.

Abstract: Inclusive learning environments with active learning are well supported in peer reviewed research. STEM industries require graduates, but students are not engaged and stereotype threat prevents academic success. Campus cultures often reinforce silent desperation of creative minds. Gameful design can promote the building of empathy between participants, which is a start of grassroots support for inclusive culture in the classroom, online, and campus wide.

Session Objectives: (1) Analyze research in active learning and inclusive teaching. (2) Analyze the connection between gameful design and inclusive campus culture. (3) Evaluate case studies in gameful design of teaching and learning.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 4:50p - 5:30p
Venue: Courtyard 2

Become a Leader in Social-Economic-Ecological Transdisciplinary Analyses and Collaborations for Sustainable Development

Susan Manring - *Elon University*

Participants will develop analytical leadership skills working with Fracking, by identifying and structuring social-economic, economic-ecological, and ecological-social linkages and tensions created by this controversial issue.

Abstract: Examining the complex dimensions of Fracking provides a transdisciplinary perspective to analyze and address sustainable development challenges and opportunities with a tripartite focus: the social foundations needed to fulfill human rights, within the context of inclusive and sustainable economic developments, which do not exceed the stable state of planetary ecosystem boundaries. Participants will first examine the social, economic, and ecological dimensions of Fracking as distinct factors and secondly as tensions: social-economic, economic-ecological, and ecological-social. Participants will thus develop analytical leadership skills to work with multiple stakeholders on broad issues or in specific regions which require social, economic and ecological systems collaboration.

Session Objectives: (1) Learn how to conceptually structure and analyze Fracking as an illustrative example of a complex, controversial social-economic-ecological issue in terms of the inherent social-economic, economic-ecological, and ecological-social intersections and tensions. (2) Further develop leadership skills for creating collaborative partnerships and learning networks with multiple stakeholders for sustainable development initiatives, implementation and management. (3) Create learning opportunities with conceptual and analytical depth for students to engage meaningfully and holistically with substantive social-economic-ecological issues.

Presentation Type: 60-Minute Concurrent
Session Time: Saturday, 1:15p - 2:15p
Venue: Crystal

Opera-tunities: Designing Community Engaged Learning in Performance-Based Courses with Cross Curricular Learning Opportunities to Promote Music Education and Performance in Your Local Community

Joshua May - *University of Michigan, Flint*

An overview of the 2014-2016 Opera-tunities Outreach project will be presented to discuss the implementation of service learning, cross curricular development, and performance engagement in the local community.

Abstract: "Opera-tunities" is an outreach program that utilizes service learning for collegiate performers and music education students. These students come together to bring a one-act operatic fairy tale to life for elementary school students through education lessons and performance. The program has performed two traveling operas and Hansel & Gretel. "The Three Little Pigs" (2015) and "Jack and the Beanstalk" (2016) reached over 6,000 students and families in our local community. These operas focused on the themes of literacy, problem solving, and anti-bullying, while engaging the students through the musical language of operatic composers. Core curriculum subjects like math, science, reading, story-telling, theatre arts and foreign languages are taught through the lens of music. Participants will experience a presentation on creative service learning, an overview of curriculum development, and how to support activities with multiple channels of learning and performance in the fine arts.

Session Objectives: (1) Develop service learning projects in the fine arts. (2) Develop civic engagement and community partnerships. (3) Share and discuss real world applications: performance and teaching.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Online Discussion Forums: Presentation of a Design Tool for Enhancing Social and Cognitive Presence

Thomas Mays - *Miami University*

Designing effective online discussion forums can pose a challenge to both new and seasoned educators. We will explore a forum planning tool and best practices.

Abstract: Discussion forums are an often used tool in online courses. However, both students and educators often treat discussion forums as a mechanical and shallow activity. By exploring alternative and creative approaches, discussion forums can help create opportunities for social and cognitive development, furthering community building and learning. A Community of Inquiry inspired planning grid will be presented as well as several alternative discussion forum approaches.

Session Objectives: (1) Describe several approaches to designing discussion forums. (2) Discuss the desired outcomes of discussion forums including from both social and cognitive perspectives. (3) Practice using a discussion forum planning grid.

Presentation Type: 40-Minute Concurrent
Session Time: Thursday, 4:00p - 4:40p
Venue: Courtyard 1

Forest, Trees, and What Students See: Using Photographs and Art to Promote Engagement and Learning

Nicole McDonald - *Cornerstone University*

This session explores strategies for harnessing the power of observational learning by employing photographs, art, and other visual images that promote student engagement and learning.

Abstract: Photographs, art, and color capture human attention like nothing else; our world is saturated with images attracting attention, luring us, and shaping behavior. Yet, distraction is at an all-time high and certainly impacts college student learning. Research documents the power of image-based learning, yet many educators rely on text alone to convey critical information. While students are bombarded by text, the burgeoning well of visual stimuli—photos, art, images—goes vastly underutilized. This session highlights the centrality of observational learning, equipping educators to encourage students toward becoming skilled observers, perceptive seers, and astute connectors, facilitating deeper engagement, curiosity and learning.

Session Objectives: (1) Explore research on the neuropsychology of visual and observational learning. (2) Review and discuss specific pedagogical techniques including the purposeful and creative usage of photographs, art, and other visual images to promote student engagement, curiosity, and learning. (3) Brainstorm tailored applications of observational learning strategies within various academic disciplines and classroom contexts.

Presentation Type: 60-Minute Concurrent
Session Time: Saturday, 1:15p - 2:15p
Venue: Leelanau

Grit and Mindset: The Value of Passion and Persistence in Teaching Students Affected by Disability

Nicole McDonald, Kathleen Sindorf, and Shannon Pothoven - *Cornerstone University*

This session explores concepts of grit and mindset applied to teaching students with disabilities, from varying perspectives of faculty members, disability services staff, and students.

Abstract: How would you teach video production to a blind student? Would you know how to alter your teaching approach if a student with autism walked into your biology lab? Are you prepared to teach students with disabilities in your classes? Professors are increasingly called upon to create activities that meet diverse students' learning needs, some of which relate to a particular disability or disorder. Presenters will include undergraduate professors, disability services staff, and a visually impaired student. Participants in this session will learn theoretical frameworks and practical strategies that can apply to teaching students with disabilities across higher education disciplines.

Session Objectives: (1) Gain familiarity with positive psychology concepts of grit and mindset in framing the work of university faculty, staff, and students affected by disability. (2) Discuss both the challenges and rewards of working with university students affected by disability, from the varying perspectives of faculty member, disability services staff, and student. (3) Develop knowledge of specific teaching techniques and creative ideas for communicating in the university classroom with students affected by disability.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 10:00a - 10:40a
Venue: Leelanau

The Intentional Teaching Through the Use of Protocols and Thinking Routines

Catherine Meyer-Looze, Rick Vandermolen, and Suzanne Richards - *Grand Valley State University*

Improve student learning and increase the rigor in your classrooms through purposeful and intentional teaching strategies aligned with learning targets.

Abstract: Participants in this session will be guided into planning for purposeful and intentional teaching practice. This will occur, first, through identifying what it is the students in a classroom are to know, understand, and be able to do, and the importance of sharing these learning targets. Then, the participants will explore different tools including protocols and thinking routines to meet (and exceed) the purposeful learning intentions. Lastly, the participants will reflect how these tools and strategies will help to increase the rigor or cognitive complexity in their own classrooms.

Session Objectives: (1) Identify specific outcomes of learning using a backwards design approach. (2) Identify specific teaching practices and strategies, which will facilitate cognitive complexity in the classroom. (3) Engage in the use of protocols and thinking routines.

Presentation Type: 80-Minute Workshop
Session Time: Thursday, 4:00p - 5:20p
Venue: Torch

Building Online Community and Content Skills Using Class Citizenship Behaviors

Christina Moore - *Oakland University*

This poster illustrates how two instructors in different disciplines implemented Class Citizenship Behaviors (CCBs) in online classes to encourage social engagement, empathy, and helping behavior.

Abstract: The flexibility of online and hybrid classes also functions as a challenge when facilitating collaboration and cultivating community. How can instructors build community into the structure of a class that meets in real-time sparingly, if at all? This poster illustrates how two instructors in different disciplines implemented Class Citizenship Behaviors (CCBs) in online classes to encourage social engagement, empathy, and helping behavior. Every week, students had an opportunity to demonstrate one of these behaviors in a discussion forum. This poster provides excerpts and analyzed data from these class interactions and the research behind CCBs.

Session Objectives: (1) Identify behaviors that build community, empathy, and class-content skills among online students. (2) Illustrate ways to facilitate such behaviors through a weekly discussion forum. (3) Provide examples for discussion threads and how they match up to specific class citizenship behaviors.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

E-Portfolios for Students (and Faculty)

Anthony Moretti - *Robert Morris University*

This paper/poster explores how the RMU's nursing program uses e-portfolios to assist students (and faculty) in personal and professional development

Abstract: This paper examines incentives and impediments to e-portfolio adoption. It also considers how e-portfolios have been integrated into the nursing program at one Pennsylvania university. At the undergraduate and graduate levels, this institution's nursing students use e-portfolios to demonstrate their academic accomplishments and to assist in seeking professional employment. However, almost all faculty continue to utilize traditional binders to document their achievements in teaching, research and service. This disconnect between portfolio preferences is not unique to this university. Reasons that might explain why faculty across the country are hesitant to use the e-portfolio also will be reviewed.

Session Objectives: (1) Recognize the benefits of e-portfolios. (2) Examine the resistance to e-portfolio adoption. (3) Consider whether an e-portfolio is right for them.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Creating an Online Class across Multiple Campuses: Impact on Student Learning

Robin Morgan, Beth Trammell, Gin Morgan, and Debora Herold - *Indiana University*

Creating quality online classes, across six campuses, resulted in challenges and rewards. Impact on student learning and resulting modifications to future courses will be described.

Abstract: Creating a quality online class is difficult. Creating a quality online class with six professors from six separate campuses within a large university system is even more challenging. As part of a grant, faculty from six campuses of a large university system agreed to work together to create an online introductory psychology course. Campuses varied in size from about 2000 undergraduates to more than 35,000 undergraduates. Student grades, pre- and post-test scores, and outcome measures reveal that student learning across campuses was similar. Resulting modifications to future courses, based on the collected data, are described.

Session Objectives: (1) Identify and reflect on challenges in creating quality online courses to be used by multiple instructors across multiple campuses. (2) Identify rewards in working with faculty across multiple campuses. (3) Review course elements associated with student success.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Hands-On Learning for the iGeneration Student

Kristy Motz, Gary Maixner, and Mari Kermit-Canfield - *Ferris State University*

Information Literacy activities from our librarian toolbox can enhance your own lessons and provide a foundation for deeper thinking skills. Come prepared to engage. BYOD.

Abstract: The iGeneration has grown up with screen time and active learning, so how can we use that in the classroom? We'll showcase a cache of information literacy activities encouraging kinesthetic learning and teamwork that we've trialed and found successful. Then we'll provide an opportunity for you to jump in and go hands-on. Bring along your own successful activities to share and take home ideas from our library instruction toolbox to help you engage your post-millennial students. BYOD.

Session Objectives: (1) Describe one active learning technique appropriate to try at his/her institution. (2) Recall two other hands-on activities from the session. (3) Reflect on ways to incorporate information literacy into their own coursework.

Presentation Type: 60-Minute Concurrent
Session Time: Saturday, 11:00a - 12:00p
Venue: Torch

Use Your Tools: A Hands-On Exploration of Your Voice, Your Look, and Your Space

Shelby Newport, Stephanie Dean, and Lisa Borton - *University of Michigan, Flint*

Thinking beyond the content: YOUR look and sound CAN impact your class. Be empowered in the classroom by unlocking the tools you already have.

Abstract: We often spend so much time focusing on syllabi, lectures and course preparation that we forgot to give attention to our most basic tools: our visual presence and our voice. We will give you some recommendations for thinking about your "costume" in front of the class and how to feel comfortable in your space. We will also tackle some of the common vocal obstacles teachers face, including hoarseness, vocal fry and difficulties with projection. Breakout mini-sessions will give participants time with the panelists to address specific questions and concerns they face on a daily basis.

Session Objectives: (1) Learn about the tools we have as teachers that are often overlooked: Voice, Body, Dress, and Space. (2) Develop an understanding of the theory behind color & space (as it relates to classroom presence) and the science behind vocal health. (3) Participate in break-out session in each individual area and come away with specifics tips and tricks to use in their classroom.

Presentation Type: 80-Minute Workshop
Session Time: Friday, 10:55a - 12:15p
Venue: Torch

Gamification of the Classroom and the Curriculum

Shelby Newport[1], Anthony Galaska[2], Rich Dionne[3], and Janet Haley[1] - [1]*University of Michigan-Flint,* [2]*Florida International University,* [3]*Purdue University*

Board games bring people together, how can they connect the dots of your program wide curriculum and classroom active learning strategies? Come find out and play a game!

Abstract: Looking to add a little spice to your regular lecture or thinking about teaching your content in a new way? Games bring people together and get people talking. Try some of the gamification techniques we will discuss in this session. Panelists will go beyond the digital game techniques that have been widely discussed and think

about board games and card games that can engage students in a new way. Panelists will also introduce the ideas of game based skill trees as a tool for curriculum mapping and advising. Participants will leave with tools to use in their classrooms and will be able to test out panelists' favorite games at the end of the session.

Session Objectives: (1) Be introduced to how commercial games can be adapted to teach challenging material. (2) Be given specific examples of "homemade" game concepts and techniques that can be adapted to fit different content areas. (3) Be introduced to the idea of curriculum mapping using gaming techniques, giving attendees the opportunity to practice with a template and discuss how gaming concepts can lend themselves to curriculum re-design and mapping.

Presentation Type: 60-Minute Concurrent
Session Time: Saturday, 11:00a - 12:00p
Venue: Minerva's Boardroom

Stage Fright: Discipline Specific Public Speaking Opportunities in the Classroom

Elizabeth Peckham - *Concordia University*

The goal of this study was to expose undergraduate students to public speaking on a class related topic to enhance learning and public speaking confidence.

Abstract: Is one speech course adequate to prepare students for public speaking? Public speaking is a requirement in virtually every career, therefore being comfortable and confident to speak in front of a group is of vital importance. The goal of this study was to give students the opportunity to speak on class related topics in a supportive environment. The student not only becomes more comfortable speaking in front a group, but also becomes more knowledgeable on the class material through teaching it to others.

Session Objectives: (1) Examine methods to encourage discipline specific public speaking. (2) Discuss methods for assessing and giving feedback on student presentations. (3) Determine the effectiveness of student presentations as a learning tool through student feedback.

Presentation Type: Round Table Discussion
Session Time: Friday, 8:00a - 8:30a
Venue: Ballroom

Moving from Novices to Experts: What Are the Instructional Implications?

Adam Persky - *University of North Carolina, Chapel Hill*

In this session we will review the continuum of expertise and discuss the instructional implications of helping students move along this continuum

Abstract: The goal of instruction is to bring our learners from novices to some higher stage on the expertise continuum (proficient, competent, etc). To accomplish this, we should understand the stages of expertise development, how experts differ than novices, and how instruction might be aligned with each stage of development. In this session we will review the continuum of expertise development and discuss the instructional implications.

Session Objectives: (1) Differentiate the stages of expertise development. (2) Draft instructional strategies to assist in student development. (3) Discuss the implications of having experts teach novices.

Presentation Type: 80-Minute
Session Time: Saturday, 4:00p - 5:20p
Venue: Torch

Enhancing Student Engagement in Course-Based Service Learning

Jessica Phillips - *Florida Gulf Coast University*

An examination of how the integration of course-based service learning has enhanced student engagement in sustainability.

Abstract: University Colloquium, Florida Gulf Coast University's capstone course on sustainability, culminates in a service learning experience that requires students to demonstrate their informational literacy, critical thinking skills, and quantitative reasoning through civic engagement and service to the community of Southwest Florida. High-impact service learning projects such as Weigh the Waste, when integrated with the curriculum and completed as a class (One Class, One Project), provide an experiential education that makes course content tangible and applicable to students' lives, increasing retention of content knowledge and student engagement. This presentation will discuss the success of high impact service-learning practices at FGCU.

Session Objectives: (1) Identify valuable characteristics of successful course based service learning projects. (2) Compare and contrast the effectiveness of different service learning delivery techniques. (3) Establish an outline to incorporate service learning into their course curriculum.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Let's Make Discussion Forums More Significant in the Online Classroom

Deb Poling and Shannon Johnson - *Indiana University-Purdue University Fort Wayne*

As part of a senior capstone course, one of the graduating students developed a tutorial to enhance online learning. This presentation will include sharing what was learned through the literature, a tutorial that was developed for students and how the effectiveness of the teaching strategy is being evaluated.

Abstract: As part of a senior capstone course, one of the graduating students developed a tutorial to enhance online learning. After surveying current students and collaboration with the health sciences librarian and faculty, two priorities for improvement emerged. These were identified as ways to help students work in groups and use discussion forums more effectively. This presentation will include sharing what was learned through the literature, a tutorial that was developed for students and how the effectiveness of the teaching strategy is being evaluated. Come learn about how to enhance your own online instruction.

Session Objectives: (1) Define ways to engage students in online learning through meaningful discussion forums. (2) Develop ideas to include discussion forums in their own courses. (3) Identify interprofesional learners to include in discussion forums in online courses in their programs.

Presentation Type: 60-Minute Concurrent
Session Time: Friday, 2:45p - 3:45p
Venue: Leelanau

Design Thinking Techniques Applied to Immersive Community Engagement

Wendy Puffer - *Indiana Wesleyan University*

A summer branding identity project with 15 undergraduate students and three professors ignited a community. What began as a simple project exploded into an immersive learning experience.

Abstract: Design thinking is a successful, energetic method of idea generation, providing a platform for emerging creative and innovative ideas This project engaged undergraduate students during a summer urban project,

conducting various design thinking methods with community members to prompt energy toward revitalization in a declining rustbelt town. Student's wrestled with data and engaged in highly challenging experiences to improve communication between their university and the city. They became the conduit for new collaboration between these key players.

Session Objectives: (1) Be aware of design thinking methods for the purpose of generating ideas. (2) Learn of methods of engaging students in design thinking processes. (3) Be aware of the potential design thinking methods have for engaging students in community projects.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Assessment of an Evidence-Based Medicine Course Series in the Physician Assistant Curriculum: Teaching Key Principles

Martina Reinhold and Theresa Bacon-Baguley - *Grand Valley State University*

This paper describes the results of a survey developed to evaluate the effectiveness of an EBM course sequence to improve knowledge in EBM.

Abstract: Medical knowledge continuously evolves, and to help health care providers stay up to date, evidence-based medicine (EBM) has emerged as a model for acquiring knowledge. The goal of EBM is to reduce variation in clinical practice and improve clinical-decision making based on proven evidence, ultimately leading to better patient outcomes. To achieve this goal, training in EBM has to effectively teach students how to manage and use the best clinical research evidence. This paper describes the results of a survey developed to evaluate the effectiveness of an EBM course sequence to improve knowledge in EBM in Physician Assistant students.

Session Objectives: (1) Define evidence-based medicine and describe curriculum to teach EBM to health care student. (2) Describe development of assessment tool to measure effectiveness of EBM course series- determine validity and reliability. (3) Evaluate effectiveness of course(s) using developed assessment tool- discuss results.

Presentation Type: 20-Minute Concurrent
Session Time: Saturday, 10:30a - 10:50a
Venue: Crystal

Ease for Students and Freedom for Faculty: Developing a Common Course Template for Online Programs

Linda Rice - *Ohio University*

The common course template enables faculty to maintain their uniqueness in presentation of content while simultaneously fostering program cohesion and student ease through online programs.

Abstract: This presentation details how faculty across disciplines have developed common course templates to organize content for teaching online. The common course template helps ensure that individual teachers maintain their uniqueness in presentation of content and use of pedagogical strategies while simultaneously making it so students take ease in the overall course design. In other words, students spend their time focusing on the content rather than figuring out where things are or how the technology works. The presentation will also detail how faculty in different disciplines have developed online programs from existing programs, using 43 Quality Matters Standards as our guide.

Session Objectives: (1) Identify steps involved in developing a common course template that helps faculty frame curriculum and students quickly orient to the online environment. (2) Explain why a team approach to program development is beneficial to faculty and students. (3) Recognize best practices for online course design, with reference to Quality Matters, in particular.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 4:00p - 4:40p
Venue: Minerva's Boardroom

Study Abroad and Service-Learning: I Can't Do That!

Veronica Riha, Nicole Nagy, and Neal Haldane - *Madonna University*

Come learn about how to civically and globally engage your students by integrating a service-learning and/or short study abroad experience into your course(s).

Abstract: Have you ever considered integrating a service-learning and/or study abroad experience into one of your courses? Did you participate in these activities during your college experience or wish you had? Come to this session to learn more about how to rethink your current courses. Strategies will be provided to encourage working with colleagues in other disciplines to develop new partnerships and/or courses to enhance your students' global literacy and civic experiences. Presenters will also share experiences from trips they have directed in order to prepare faculty for such experiences.

Session Objectives: (1) Identify possible ways to integrate interdisciplinary experiences with service-learning and/or study abroad into their courses. (2) Learn how to improve students' global literacy and how to apply it to their field of study by encouraging study abroad experiences. (3) Discuss strategies to address expected and unexpected issues that may arise during a study abroad trip and/or service-learning project.

Presentation Type: Round Table Discussion
Session Time: Friday, 8:00a - 8:30a
Venue: Ballroom

Cultural Influences on Instructional Interactions

Kelly Roberts - *University of Hawaii*

The session explores cultural identity and socializing agents that influence our interactions with one an other as well as our perceptions related to learning.

Abstract: The session explores cultural identity and socializing agents that influence our interactions with one an other, as well as our perceptions related to learning.   The speaker will ask each participant to rate influences on their cultural identity as well as socializing agents that influence their identity. A discussion will be held around how cultural identity and socializing agents influence our own perceptions as well as those of our students and the influence on educational settings.

Session Objectives: (1) Each attendee will gain a better understanding of the influences on their cultural identity. (2) Each attendee will gain a better understanding of the socializing agents that influence their cultural identity. (3) Attendees will gain insight into how culture and socializing agents influence instruction and learning.

Presentation Type: 60-Minute Concurrent
Session Time: Friday, 2:45p - 3:45p
Venue: Courtyard 1

Ghosts of the Digital Native: Considerations Ethical, Practical, and Instructional

Matthew Roberts - *Grand Valley State University*

Research has shown that digital natives don't exist. We teach, however, like they do. In this session we'll explore why that's a problem.

Abstract: Research has failed to find evidence of the "digital native." Neither today's students nor any soon arriving in higher education are the technological wunderkind they've been made out to be. But at the same time, instructors have been acting as if digital native were real—reshaping their curricula, courses, and lessons. In this session we'll explore how "digital native thinking" has shaped instructional choices. We'll also consider the implications of those choices, looking at the power of the instructor within the learning environment, the economic implications of requiring technology, and the often missed opportunity for developing better digital literacy.

Session Objectives: (1) Articulate the differences between the myth and reality about digital natives. (2) Analyze and evaluate how instructional choices based on presumptions about student technological skills and preferences can have unintended consequences. (3) Evaluate and revise instructional practices to reflect current research on learners and the learning process.

Presentation Type: 60-Minute Concurrent
Session Time: Friday, 2:45p - 3:45p
Venue: Minerva's Boardroom

Travels in Class: Insights and Tips for Teaching in (Un)Familiar Territory

Matthew Roberts and Erik Benson - *Grand Valley State University and Cornerstone University*

This highly interactive session will offer insight, principles, and tips for effective teaching in unfamiliar territory, including new courses, settings, and venues.

Abstract: Whether we are new or experienced instructors, we often find ourselves—like travelers—in unfamiliar territory, such as a different institution, another country, or a new teaching format (e.g. online). Like travelers, we need to plan ahead while being ready for the unexpected. This session draws upon research and experiences from multiple perspectives, including full-time faculty, staff, and adjuncts teaching online, in traditional American classroom settings, and abroad. It will derive principles and tips for effective teaching in unfamiliar territory. Of obvious benefit to newer faculty, this session also can help more experienced faculty who find themselves in new settings.

Session Objectives: (1) Be able to relate how the metaphor of a traveler is applicable to teaching in unfamiliar territory. (2) Explain a set of principles and best practices from this understanding. (3) Analyze their current and future instructional environments and apply the principles for teaching in unfamiliar territory.

Presentation Type: 40-Minute Concurrent
Session Time: Thursday, 4:50p - 5:30p
Venue: Courtyard 2

An Exploration of Student Engagement in Evening Coursework

Aricka Schweitzer- *Saginaw Valley State University*

Students want to learn, many of which learn by "doing", how are we as educators getting students actively engaged and preparing them for academic success.

Abstract: The value of a liberal education in the world today is often overlooked as more students (often urged by their parents and other family members) select university programs of study in the science, technology, engineering and mathematic (STEM) fields. In this workshop, the authors will begin with a summary presentation of their paper

reviewing the value of the humanities and a liberal education. Workshop participants will then be invited to discuss and share ideas for improving the marketing of humanities courses in higher education. The workshop facilitator will compile ideas generated and send them to all participants for use in their home institutions.

Session Objectives: (1) Distinguish and understand importance of active engagement in classroom setting. (2) Identify learned strategies for active engagement given case studies and application of materials. (3) Evaluate and explain methods of active engagement appropriate of area(s) of concentration.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Disciplinary Literacy: Overcoming Roadblocks to Student Engagement in Science and Beyond

JoeyLynn Selling[1], Kia Jane Richmond[2], and Mitchell Klett[2] - *[1]University of Michigan, [2]Northern Michigan University*

Disciplinary Literacy helps college instructors identify ways to improve student engagement through an examination of disciplinary literacy demands in commonly taught content areas (i.e., science).

Abstract: Disciplinary Literacy focuses on helping college instructors identify ways to improve student engagement by examining specific disciplinary literacy demands in commonly taught content areas. Beginning with a linguistic principle called code-switching (Young, 2009) presenters will discuss problems students have reading and interpreting disciplinary texts in areas such as science. Session attendees will participate in an exercise to identify lexical and linguistic features of academic texts. Participants will then classify particular patterns of written language in their own content areas that might prove cumbersome to novice learners. Finally, participants will generate discipline-specific strategies for apprenticing students into disciplinary engagement.

Session Objectives: (1) Understand code-switching (registers) as it applies to disciplinary literacy. (2) Identification of lexical and linguistic features of academic texts. (3) Develop strategies for apprenticing students into various disciplines.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 4:00p - 4:40p
Venue: Crystal

Crowdsourcing Assessment Data for Laboratory Experiment Development: Leveraging the Power of Online Community (IONiC VIPEr)

Sheila Smith- *University of Michigan-Dearborn*

IONiC VIPEr (www.ionicviper.org) provides a platform for shared development of experimental design for teaching laboratories in inorganic chemistry across institutional types.

Abstract: Development of laboratory experiments in chemistry requires extensive assessment data to assure translation to different learning environments. Faculty with the time, resources and impetus to develop this type of experience often serve a small number of students at smaller PUIs. It can take significant time to collect the assessment data required for publication in peer-reviewed education journals. Using the VIPEr website (www.ionicviper.org), we can leverage the power of the IONiC community (Interactive Online Network of Inorganic Chemists) to collect assessment data, allowing more timely publication and adjustment of experimental design to accommodate a variety of institutional types and student demographics.

Session Objectives: (1) Learn about the IONiC VIPEr website. (2) Consider creative ways to obtain assessment data.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom

Text Your Friend or Turn Off Your Phone?: Media Multitasking in the College Classroom

William Sonnega - *St. Olaf College*

This presentation reflects on the question of how to "teach well with classroom technologies" in view of current cognitive research on media multitasking.

Abstract: This presentation reflects on the question of how to "teach well with classroom technologies" in view of two related areas of scholarly and scientific research. The first examines media multitasking and the use of functional magnetic resonance imaging (fMRI) data to study the cognitive implications of doing one thing at a time versus many things at once. The second area examines the effects on self, cognition, anxiety and physiology when iPhone users are unable to answer their iPhone while performing cognitive tasks.

Session Objectives: (1) Learn current research on media multitasking and cognition. (2) Examine theory in praxis in a digital pedagogy activity. (3) Articulate more nuanced best practices for the use of classroom technologies.

Presentation Type: Round Table Discussion
Session Time: Friday, 8:00a - 8:30a
Venue: Ballroom

Engaging the Online Learner with Interactive Science Labs!

Sandra Specht and Susan Luken - *Sinclair Community College*

Online teachers will grab students' attention, entice them with unique online experiences which encourage them to learn material without realizing their studying!

Abstract: The presentation will allow participants to learn about new innovative online science courses which engage the learner and allows them to make connections between lecture and lab to support overarching course objectives. Session participants will see examples of labs which meet learning objectives using an interactive online platform. The presenters will compare traditional classroom laboratory activities and their online counterparts. Presenters will demonstrate new and innovative ways to take lab activities to cyberspace through group participation in online science labs, interactive discussions and problem solving of challenges with online science courses.

Session Objectives: (1) Identify challenges to translating traditional Face-to-Face science labs to a virtual platform in an online lab based science course. (2) Discover solutions to meeting learning outcomes in an entirely virtual environment for lab based science courses. (3) Be provided recommendations for enhancing or building online courses.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 10:55a - 11:35a
Venue: Crystal

Building Classroom Communities in Higher Education Classrooms: Strategies from Research and Practice

Melissa Sreckovic and Christine Kenney - *University of Michigan, Flint*

In this session, participants will explore and enact strategies for developing a classroom community among learners in both face-to-face and distance higher education classes.

Abstract: Developing a classroom community creates a foundation for active learning to occur. Fostering a sense of belonging and commitment among peers strengthens students' investment in courses. This session will explore

various strategies that can be implemented across the semester to build a sense of community among learners in both face-to-face and distance higher education classes. Session participants will engage in activities in order to build a learning community within the session itself and will leave with community-building strategies they can incorporate into their own classroom environment.

Session Objectives: (1) Understand the benefits of building a classroom learning community in higher education classrooms. (2) Learn and apply various strategies in order to develop a classroom community in their classes. (3) Reflect on how they have created classroom learning communities in the past and how they might incorporate strategies highlighted within the session in future classes they teach.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 4:50p - 5:30p
Venue: Leelanau

Project-Based Learning: Transforming the Classroom with Student-Centered Projects that Enhance Student Engagement

Alice Stephens - *Clark Atlanta University*

Project-based Learning creates meaningful student-centered instructional experiences that enhance student engagement with course content, support student learning, and connect the classroom to the outside world.

Abstract: Learning by doing is a very old approach to education dating back to early 1900's and is the key element in Project-based Learning (PBL), a method relying on learning groups that replaces traditional teacher-centered instruction with student-centered projects. This paper presents the use of PBL in a media course to create meaningful student-centered instructional experiences. The instructor functioned as a facilitator and co-learner building relationships with students in the process beyond the sage-on-the-stage role. Students acquired 21st century skills such as collaboration, communication, critical thinking and the use of technology that will serve them well in their future work life.

Session Objectives: (1) Expand the tools in their pedagogy toolbox. (2) Explore the use of project-based-learning in their classes.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 11:45a - 12:25p
Venue: Minerva's Boardroom

Who Can Use That Bathroom? AnyBODY

Star Swift, Brandon Angerbrandt, Alex Cookingham, and Gabriella Vozza - *Grand Valley State University*

A team of students, faculty, staff and alumni were enlisted to make a mobile app indicating the location of all bathrooms that were available to everyone. The name of the app is called anyBODYS.

Abstract: The conflict over bathroom usage is present on university campuses. Some in the LGBTQ community and individuals with disabilities community decided that one way to address this conflict was to have a mobile app that everyone could download on to their phones. This app would have two purposes: first, it would instruct persons with special needs where to find a bathroom on campus. Second, it would tell those who took issue with this concept that the bathrooms listed were for anyBODY. The presentation and paper will explain the conflict in detail, the involvement the team had with the various communities before making the mobile app, and finally the design and development of the app.

Session Objectives: (1) Learn about the conflict surrounding bathroom usage on a college campus. (2) Learn how technology can be used to address conflict and social injustice. (3) See how the making of the app helped everyone involved more about equity and inclusion and how to apply it in their lives.

Presentation Type: Round Table Discussion
Session Time: Friday, 8:00a - 8:30a
Venue: Ballroom

Teaching Online: What's Working, What's Not Working, and Why

Keith Tatarelli - *Central Michigan University*

Studies reveal eye-opening and somewhat surprising evidence when comparing traditional classroom to online teaching. The data confirms, explains and at times counters orthodox views.

Abstract: Much ink has been spilled regarding online education. The bulk of widely read published literature focuses on online course content and delivery, course design, methods of evaluation and "how to" laundry lists. This interactive session will address how technology has affected culture and learning. Attendees will confront and respond to significant independent studies revealing what processes are working and those that aren't in online education. Pondering the "reasons why" will compel attendees to self-generate new courses of action.

Session Objectives: (1) Scrutinize studies addressing how learning has changed due to living in a "tech-fixated" environment. (2) Contemplate what the studies and resultant data are telling us regarding the "successes and failures" of online education. (3) Understand the cultural and technological shifts propelling the exponential growth in evolving online education modalities.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 10:55a - 11:35a
Venue: Leelanau

The Impact of Service Learning on General Education and Student Success

Jessica Tess-Navarro - *Oakland University*

This interactive presentation examines the benefits/challenges of service learning in first-year general education courses on student success indicators, including student motivation, engagement, and learning transfer.

Abstract: Attrition rates of first-year college students have been linked to their overall likelihood to graduate, which puts increased focus on improving indicators of student success during this critical period (Levits, Noel, & Richter, 1999). Service learning is one effective strategy for engaging students academically and socially during their first-year undergraduate experience (Wolff & Tinney, 2006). During this interactive presentation, participants will discuss the benefits/challenges of incorporating service learning in general education and examine a case study in first-year
writing, where students create social media campaigns for nonprofit partners, with the intended outcome of increasing student motivation, engagement, and learning transfer.

Session Objectives: (1) Analyze potential benefits and challenges of service learning in general education courses. (2) Apply definitions and concepts of service learning to one's own teaching practice. (3) Recognize resources for creating and redesigning successful service learning courses.

Presentation Type: 60-Minute Concurrent
Session Time: Thursday, 2:45p - 3:45p
Venue: Crystal

Easy to Use Web 2.0 Tools Every Instructor Should Know for Engagement, Learning, and Assessment

Jeff Thomas and Joyce Gulley - *University of Southern Indiana*

Presenters will share several Web 2.0 tools for engaging students through daily work, assignments, and assessments in traditional and online courses.

Abstract: The presenters will demonstrate Web 2.0 tools they have used successfully in teacher education courses to enhance student engagement with content and to help build a community of learners. Participants will learn how to access these tools (and others) and see how the tools were introduced to students in traditional and online courses. Specific assignments and students' final projects will be demonstrated and contrasted with more traditional "paper and pen" assignments. Participants will work in groups to assess the value of these tools and then brainstorm ways to apply these technologies in their own courses.

Session Objectives: (1) Learn how to use Web 2.0 tools for assignments and assessments in traditional and online courses. (2) Evaluate the effectiveness of these tools for enhancing student engagement. (3) Design a plan for incorporating these tools in their own curriculum.

Presentation Type: 40-Minute Concurrent
Session Time: Thursday, 4:00p - 4:40p
Venue: Leelanau

Evidence-Based Learning: Transparent Student Assessment Through Core Competencies in a Doctoral Research Program

Julie Turner - *Van Andel Institute*

To define explicit expectations of complex learning and to motivate student achievement, we designed Core Competencies. Annual use provides repeatable measures of each student's success with authentic professional practice.

Abstract: As a new graduate institution, we developed a framework to define expectations for success in our research-based doctoral program. Thesis mentors use the Core Competency rubric annually as a comprehensive, developmental rubric describing the learning and research behaviors practiced by successful scientists. Data from 2015-16 administration indicate that the rubric defines a progression over six years, with interesting cohort-based results in faculty-student concordance. Session attendees who desire student achievement metrics in apprenticeship-style programs will apply our findings directly, and other attendees with program goals that include professional behaviors, higher-order skills, and research-based projects will find this session exciting and instructive.

Session Objectives: (1) Address student academic and professional development through authentic programmatic assessment, such as Core Competencies. (2) Use transparent processes of formative assessment to support teaching and mentoring. (3) Translate authentic assessment outcomes of student learning as direct evidence of program effectiveness.

Presentation Type: 60-Minute Concurrent
Session Time: Saturday, 1:15p - 2:15p
Venue: Torch

Five Minutes: One Topic, One Board, Five Ideas!

Julia VanderMolen and Justin Melick - *Grand Valley State University*

A lightboard is an innovative tool that allows instructors to write while facing their students and to create engaging visuals to address key concepts.

Abstract: The lightboard provides educators with a new way to create videos that complement a flipped classroom and other online or blended learning models. A lightboard is an innovative tool that allows instructors to write while

still facing their students. When the markers write on the board they appear to glow, this allows faculty to create more engaging visuals. This new video technique allows educators to quickly explain complex concepts using a method that allows them be present in their course through video while not losing key nonverbal cues.

Session Objectives: (1) Learn about various educational uses for a lightboard. (2) Learn about design considerations when building a lightboard. (3) Understand how lightboards are used and how they can be used in various learning environments.

Presentation Type: 20-Minute Concurrent
Session Time: Saturday, 10:00a - 10:20a
Venue: Courtyard 1

Monitoring for Learning Using Student Evidence

Richard VanderMolen and Cathy Meyer - *Grand Valley State University*

As higher education instructors, if we engage our students in frequent, formative assessment tasks, then students will in turn be receiving more feedback in which they can reflect upon where they truly are in relation to the lesson learning targets and course standards and objectives.

Abstract: Teachers of the primary level to higher education have many considerations for instruction to be effective: Standards must be taught for mastery, criteria for success developed, conditions for learning considered, the use of best instructional delivery strategies and use of assessment data to make instructional decisions. How do we know that what we teach or whether the instructional strategy we use in a lesson is effective? What techniques do you use to monitor for desired intent of the lessons goals or objectives? Making student thinking visible is a powerful strategy to monitor for desired effect in each lesson's daily target or course goals/objectives. Student evidence serves to enlighten the teacher with a deeper understanding of each student's academic progress and growth.

Session Objectives: (1) Identify what formative assessment looks like and sounds like. (2) Develop techniques to monitor whether an instructional strategy is effective. (3) Develop a thirty day "action plan" for adoption and implementation of formative assessment in classroom instruction.

Presentation Type: 60-Minute Concurrent
Session Time: Friday, 2:45p - 3:45p
Venue: Torch

DEEP Learning: An Online Orientation to "The New Science of Learning" for Dual Enrollees

Tracy Wacker - *University of Michigan, Flint*

A two-week online orientation to the brain and learning was created for dual-enrollees at UM-Flint. The rationale for course and module construction and will be discussed.

Abstract: An online orientation to The New Science of Learning was developed for dual enrolled students at UM-Flint in 2014. Students were not adjusting to the rigors of university expectations and this "course" was designed to promote the students' thinking about learning and develop strategies to facilitate their learning prior to beginning their credit course work. Course and module construction and implementation strategies will be discussed, as well as reflection on assessment and revision.

Session Objectives: (1) Review newly developed Orientation to Learning. (2) Critique newly developed Orientation to Learning. (3) Collaborate in discussing improvements/alternate modes of presentation.

Presentation Type: Round Table Discussion
Session Time: Friday, 8:00a - 8:30a
Venue: Ballroom

Organic Theater: Breaking Down the Ritualized Classroom

James Walsh - *University of Colorado, Denver*

This session explores the technique and strategy behind the use of organic theater as a tool for engaging marginalized students and bringing the classroom to the community

Abstract: For the past eighteen years, I have transformed my classrooms and my relationship to teaching and learning by tossing aside lectures and exams and replacing them with theater. Organic Theater is a technique that challenges students to work together to explore course material and critical analysis through acting out stories. This strategy of teaching and learning empowers students to become teachers and take control of their classroom by creating art and using their art to translate dense theoretical material into the language of their generation. This workshop will explore the art of using organic theater to electrify your classroom and will also tell the related story of how my student actors formed their own community theater troupe to bring stories of social movements and struggles for justice to the larger community.

Session Objectives: (1) Understanding of the technique of organic theater as it applies to the classroom. (2) Appreciation for the ideas of Paulo Freire and Augusto Boal as they relate to organic theater. (3) Examination of how I have used organic theater successfully for 18 years and created an all-volunteer theater troupe from the ranks of former students.

Presentation Type: 60-Minute Concurrent
Session Time: Saturday, 1:15p - 2:15p
Venue: Minerva's Boardroom

Beyond Your Own Classroom: Spreading Pedagogical Reform by Mentoring Others

Sue Wick - *University of Minnesota, Twin Cities*

I will outline sustained mentoring programs for faculty, postdocs and grad students, designed to increase implementation of best practices in classrooms beyond your own.

Abstract: Increasing numbers of future and current faculty are learning about evidence-based pedagogical methods for classroom practice through seminars, workshops, or more extensive training opportunities like summer institutes. However, even those who "buy in" to the concept rarely actually put evidence-based reforms into place in their teaching. After participants consider why this is so, I will explain two mentoring programs begun by professional societies in the biological sciences to foster greater implementation of evidence-based reforms in teaching and learning and consider the effectiveness of their pilot runs.

Session Objectives: (1) Discuss barriers to implementing evidence-based classroom change. (2) Consider ways to get past barriers. (3) Illustrate initiatives taken by professional societies to support the spread of classroom change.

Presentation Type: 20-Minute
Session Time: Saturday, 10:00a - 10:20a
Venue: Minerva's Boardroom

Course Redesign: Strategies Applied to Large Introductory Courses with High Student Failure Rate

Keith Williams - *Oakland University*

This session will summarize a course redesign of introductory psychology to address high student failure rates. The most effective components of course redesign will be discussed.

Abstract: Introductory courses that fulfill basic requirements (e.g., general education) attract large enrollments and are often held in lecture hall classrooms. The failure rates can be high and these large course can be perceived as impersonal. At Oakland University, introductory psychology was redesigned with the goal of reducing failure rates. Broad components of the redesign included constructive alignment, changing assessment strategies, and implementing an early alert approach for students. This session will discuss the redesign process and outcomes. Attendees will gain ideas for implementing the most effective, efficient, and sustainable strategies for redesigning large lecture hall introductory courses.

Session Objectives: (1) To summarize findings from a course redesign project for a large, introductory course. (2) To extract the most impactful strategies employed for an introductory course redesign project. (3) To brainstorm with attendees to find the most effective and efficient strategies that can be sustained across multiple semesters.

Presentation Type: 20-Minute Concurrent
Session Time: Saturday, 10:30a - 10:50a
Venue: Courtyard 2

Using Technology to Motivate Students in the GVSU Liberal Studies Adult Accelerated Program

Maureen Wolverton - *Grand Valley State University*

GVSU's Adult Leadership Program integrates best practices from hybrid/accelerated pedagogy with Wlodkowski and Ginsberg's theories on motivating adult learners to nurture transformational teaching and learning.

Abstract: Teaching with technology creates complexity all on its own. Teaching with technology in an accelerated program designed for adult learners generates several additional layers of pedagogy to consider. This presentation highlights best practices for teaching in a hybrid format combined with leading research on how to motivate adult learners. Participants will learn how to apply these motivational frameworks in their own classrooms and will engage in active learning practices that demonstrate how to utilize technology to motivate adult learners.

Session Objectives: (1) Identify best practices for teaching in accelerated and hybrid formats. (2) Apply best practices for using technology in accelerated and hybrid courses. (3) Apply Wlodkowski and Ginsberg's motivational framework to a typical introductory classroom assignment.

Presentation Type: 40-Minute Concurrent
Session Time: Thursday, 4:50p - 5:30p
Venue: Crystal

"She Likes Me, She Likes Me Not": The Power of Student/Instructor Rapport

Erin Yezbick - *Baker College, Flint*

The study behind this presentation measured the effect of rapport on student perceptions of instructor effectiveness and also its effect on student grade expectations.

Abstract: Do your students like you? Does it matter? The presentation and ensuing discussion look into the effects of relationships in the classroom. What effect does a relationship have on a student's belief both in instructor competency or their likelihood of success in the course? Given that both have been determined to affect student learning, it's a valuable consideration in the modern classroom.

Session Objectives: (1) Gain insight into the value of classroom rapport. (2) Analyze the evolving nature of the modern classroom with regards to interpersonal relationships. (3) Participate in a discussion of rapport building factors.

Presentation Type: 40-Minute Concurrent
Session Time: Friday, 11:45a - 12:25p
Venue: Leelanau

The Most Significant Course: Using Community-Based Learning for Teaching Program Evaluation

Brandon Youker - *Grand Valley State University*

This course used community-based learning as the signature pedagogy for teaching graduate students about program evaluation. Students designed, conducted, and disseminated Most Significant Change evaluations.

Abstract: All interventions require sound evaluation to ensure that initiatives are producing meaningful outcomes. This presentation discusses community-based learning as the signature pedagogical tool for teaching graduate students about evaluating human service programs. The course instructor divided students into three evaluation teams and each team evaluated the same emergency housing assistance program using a method called Most Significant Change. Topics discussed include a summary of the community-based learning course, the logistics of the class evaluation project and partnership, the evaluation teams' methods, the challenges, and the perceived and realized benefits for both the community partner and students.

Session Objectives: (1) Consider the potential benefits of community-based learning as a pedagogical tool. (2) Receive practical tips and suggestions for implementing a community-based learning course. (3) Obtain an introductory understanding of Most Significant Change, an evaluation model.

Presentation Type: 20-Minute Concurrent
Session Time: Saturday, 10:30a - 10:50a
Venue: Courtyard 1

Teacher's Belief in Communication Technology Integration (ICT) in English as Foreign Language (EFL) Classrooms

Yue Zhuo - *Oakland University*

Teachers' belief is one of the factors that impede the integration of technology in classrooms. It is important to be analyzed and understood to improve teaching.

Abstract: ICT can create a new learning environment that provides an abundance of information resources as well as a range of multimedia learning components (Gilakjani, Ismail, & Ahmandi, 2011). Educators are widely aware of the merit of technology in teaching and learning, thus, the usage of technology in teaching foreign language shows dramatic growth in recent decades (Liu, 2009). However, although technologies become accessible in classrooms, the current situation of ICT integration is not encouraging. Studies showed teachers' beliefs influence technology use in the ICT enriched teaching environment. The purpose of this study is to examine the relationship between teachers' belief and ICT use in EFL setting.

Session Objectives: (1) Factors that influence teachers to choose and use technologies. (2) Clarify the relationship between beliefs and technology integration. (3) Provide implication for future research and educational practice.

Presentation Type: Poster Presentation
Session Time: Friday, 5:30p - 6:15p
Venue: Ballroom