

14TH ANNUAL

CONFERENCE ON HIGHER EDUCATION PEDAGOGY

February 9-11, 2022

The Inn at Virginia Tech and
Skelton Conference Center



Center for Excellence in
TEACHING AND LEARNING



Conference on Higher Education Pedagogy

Hosted by



Center for Excellence in
TEACHING AND LEARNING

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General Information

About the Conference on Higher Education Pedagogy

The conference showcases the best pedagogical practice and research in higher education today. The conference includes four session types: research, practice, conversation, and poster. Sessions address disciplinary and interdisciplinary instructional strategies, outcomes, and research. Each year we welcome hundreds of faculty and instructors in higher education dedicated to teaching excellence.

Session Types

Research sessions are designed to inform participants of the design, implementation, and results of empirical research focused on teaching and learning.

Practice sessions are focused on sharing, modeling, and discussing teaching and learning in large classes, while allowing for interaction with and among session participants.

Vendor sessions are presented by our conference sponsors and focused on sharing, modeling, and discussing teaching and learning in the classroom through demonstration and application of the sponsors' products.

Poster sessions allow for the discussion scholarly research and/or practice addressing teaching and learning in higher education with conference participants in an informal scholarly environment. The poster session will be held in conjunction with the conference reception on Thursday, February 10, 2022 in the Latham Ballroom.

Program Updates

Program updates, if any, will be available as handouts at the conference registration desk.

Certificates of Attendance

If your institution requires a certificate of attendance, please complete the sign-up form at the registration desk. Your certificate will be available for pick up by Friday after lunch.

Wi-Fi

You can connect to The Inn's complimentary Wi-Fi, by selecting "Hotel-Guest" as the network and typing "theinnatvirginiatech.com" into your device's browser. You will be prompted to select a "Log In" button to connect.

Parking

There is complimentary self-parking at The Inn at Virginia Tech and Skelton Conference Center in the front and rear of the building. Please note that the parking lot is monitored by the university and is for faculty/staff and visitor parking from 8 a.m. - 5 p.m. Monday - Friday. Guests who are affiliated with Virginia Tech will need to display the appropriate parking pass in their car. Guests who are not affiliated with Virginia Tech will not need to have a parking pass to park in the lot.

Photo Release

The Center for Excellence in Teaching and Learning uses photographs and videos of conference events in its promotional materials and on social media. By registering for the conference, participants agree to grant Virginia Tech and its authorized representatives (Center for Excellence in Teaching and Learning) permission to photograph and/or film conference participation and to use their likeness in aforementioned materials.

COVID-19 Mitigation at Virginia Tech

CHEP events are being held at the Inn at Virginia Tech, and we will be following Virginia Tech's guidance for indoor public events. For a full description of mitigation requirements, please see <https://vtx.vt.edu/notices/2021/08/unirel-masks-events.html>.

By attending the Conference on Higher Education Pedagogy, you are committing to follow Virginia Tech's mitigation requirements for public events. However, by attending you voluntarily assume all risks related to exposure to COVID-19.

Local Area Information

Information about the local area is available at www.blacksburg.gov and at the front desk.

About the Center for Excellence in Teaching and Learning (CETL) at Virginia Tech

The Center for Excellence in Teaching and Learning partners with faculty and instructors to support the design, development, and implementation of learner-centered instruction. We offer an array of programs and confidential, customized services to meet faculty needs, from consulting to workshops to certificates; additionally, we provide instructional grants and teaching awards to promote significant learning experiences. For more information, visit teaching.vt.edu.

14th Annual
**Conference on
Higher Education Pedagogy**

February 9-11, 2022

The Inn at Virginia Tech and Skelton Conference Center
Blacksburg, Virginia

Welcome from the Vice Provost for Undergraduate Academic Affairs

Welcome and thank you for joining us at the 2022 Conference on Higher Education Pedagogy. Your participation indicates a commitment to enter a collaborative community centered on our common work, providing high-quality teaching and learning environments for undergraduate, graduate, and professional students.

If we had asked participants several years ago to imagine the most challenging teaching and learning environment, I venture few would have said, “global pandemic.” And, yet, here we are, nearly two years into ongoing adaptation, innovation, and learning.

For our first-time attendees, you’re joining a community of faculty who embrace innovation, rely on learning science to guide their pedagogy and practice, and use assessment to adapt and change, all with a goal of supporting student learning. I know you’ll share challenges and best practices, commiserations, and celebrations. I hope you return to your colleges and universities with new ideas, renewed energy, and connections to colleagues who will continue to support your work long after the conference is over.

I know I speak for your university leaders, department heads, colleagues, and your students when I say thank you for accepting this challenging and important work.

Rachel Holloway
Vice Provost for Undergraduate Academic Affairs, Virginia Tech



Welcome from the Director

We welcome you to the campus of Virginia Tech and the Inn at Virginia Tech and Skelton Conference Center. The 14th Annual Conference on Higher Education Pedagogy is focused on higher education teaching excellence and the scholarship of teaching and learning. The conference provides a forum for faculty members, researchers, administrators, and students to showcase innovations in instructional practice and educational research. At a time when we are recovering from distance and isolation from our colleagues, the conference is a mechanism for networking with like-minded educators focused on high-quality, learner-centered instruction.

We hope you enjoy your time in Blacksburg and are inspired to add to your teaching repertoire. If you have questions or concerns during your time at the conference, please do not hesitate to ask a member of the staff to assist.

Kimberly Filer
*Associate Vice Provost for Teaching and Learning
Director of the Center for Excellence in Teaching and Learning*



Pre-Conference Workshops

Wednesday, February 9, 2022

2:00 - 5:00 p.m.

Workshop 1: Equity-minded High-Impact Practice, Experiential Learning, *Drillfield Room*

Presenter: Shara Lee, Ph.D., Director, Faculty and Instructional Development, Valencia College

Workshop Description: Although experiential learning is a recognized high-impact practice, the way in which it is done significantly contributes to the depth of positive impact. In this interactive workshop, we will explore both the science and the art of creating meaningful experiential learning as we connect it to your individual practice.

Workshop 2: My Corona: The Opportunities of Teaching in a Post-Pandemic World, *Duckpond Room*

Presenters: Robert Turner III, Ph.D., Associate Professor, Chair of the Department of Modern Languages and Linguistics, University of South Dakota; Matthew Turner, Ph.D., Professor, Department of Communications, Radford University; Scott Turner, Ph.D., Associate Professor, Department of Computer Science, University of Wisconsin-Stout

Workshop Description: As the fallout from the global pandemic has continued to drag on, the return to the classroom has been anything but smooth. Many are asking “When do things finally get back to normal?” But perhaps the more important question is “What should normal be?”

Although the pandemic has disrupted education in unprecedented ways it also provides great opportunities. Many of us have lamented the loss of quality instruction and inability to connect with students that the pandemic caused. However, we now have a body of students and faculty who have a whole new arsenal of tools that allow them to connect to the material and each other in a variety of ways. The newly acquired skills make flipped classrooms easier and more understandable and allow for the possibility of Hi-flex courses. We have discovered and practiced more flexible approaches to things like asynchronous and synchronous lectures, testing and evaluation, and virtual office hours. In this workshop participants will discuss the purpose of teaching and evaluation and how that perception has changed over the last two years. We will also assess new skills, technologies, and opportunities and strategize how to take advantage of them. One of the goals of the workshop is to strategically allow participants to plan how to shift practices and reimagine goals using tech as a tool and not following tech as a fad. The workshop will prepare participants not only to increase their arsenal of pedagogical tools, but also plan out how and when to employ them.

Workshop 3: Employing the E.N.H.A.N.C.E. Learning Model to Create Dynamic Learning Environments and Experiences, *Smithfield Room*

Presenter: Morris Thomas, Director, Center for Excellence in Teaching, Learning & Assessment, Howard University

Workshop Description: A primary focus of the E.N.H.A.N.C.E. Learning Model (ELM) is to provide a link between the learners’ emotional and cognitive aspects needed to positively affect the learning environment and the learners’ experience. Moreover, the ELM is provided to ease the many demands required for course design and delivery. Each letter in the ELM represents a term (Engage, Navigate, Highlight, Assessment, Network, Connect, Edutain) to create an acronym that represents (7) strategies to inform thoughtful preparation in designing and delivering courses conducive for learning.

The participants will have an opportunity to consider how these strategies can be applied to the affective and technical aspects of the learning experience. Participants will also be provided the opportunity for hands-on practice utilizing technological tools presented during the session. Participants will leave this interactive session with the information needed to immediately incorporate both instructional best practices and technology to create adaptable and rich learning experiences.

Opening Keynote Address

Thursday, February 10, 2022
8:30 - 10:00 a.m.

How do you HIP?



Shara Lee, Ph.D.

Campus Director, Faculty and Instructional Development,
Valencia College; Chair, Experiential Education Academy,
NSEE

Keynote Description: We've heard that high-impact practices are good for student learning, but what actually makes a practice high-impact? In this keynote address, we'll look at both the 'what' and the 'how' of equity-minded, high-impact teaching practices.

Lunch Plenary

Friday, February 11, 2022
12:10 - 1:30 p.m.

Failure is not an Option: Towards a More Resilient Student



Robert Turner III, Ph.D.

Associate Professor, Chair of the Department of Modern Languages and Linguistics,
University of South Dakota



Matthew Turner, Ph.D.

Professor, Department of Communications, Radford University



Scott Turner, Ph.D.

Associate Professor, Department of Computer Science, University of Wisconsin-Stout

Plenary Description: As much as students need to succeed in the classroom and in life, they also need to fail. Failure is a natural part of life and is a necessary component of learning. Focusing on failure as an opportunity for growth is an important lesson that many students do not understand. So, how do we let students fail productively?

14th Annual Conference on Higher Education Pedagogy
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Thursday, February 10, 2022

Time		Event/Location						
		Latham Ballroom						
7:00 a.m.		Registration Desk Opens						
7:30 a.m.		Breakfast Items Available						
8:30 a.m.		<p align="center">Welcome: Kimberly Filer Director - Center for Excellence in Teaching and Learning, Assistant Provost for Teaching and Learning, Virginia Tech</p> <p align="center">Opening Remarks: Rachel Holloway Vice Provost for Undergraduate Academic Affairs</p>						
10:00 a.m.		<p align="center">Keynote Speaker: Shara Lee Campus Director, Faculty and Instructional Development, Valencia College; Chair, Experiential Education Academy, NSEE</p> <p align="center">Keynote Address: <i>What makes a teaching practice high impact? The how and why of equity-minded, high-impact practices.</i></p>						
		Drillfield	Duckpond	Smithfield	Solitude	Cascades	Draper's Meadow	Ellett Valley
10:15 a.m.	- 11:00 a.m.	<i>Creating a Digital Learning Community for Online and Blended Courses</i> Hong Wang Dawn Hathaway	<i>Cultivating an Inclusive Learning Environment</i> Kerry Vandergrift Viki Neurauter	<i>Connecting Curricular Learning and Career Readiness Through ePortfolios</i> Miguel (Miko) Nino Scott Hicks	<i>Designing Escape Rooms for Higher Education</i> Shawn M. Bielicki Alexandra Barnett	<i>Improving Students' Motivation in Classrooms</i> Juan Manuel Cruz Bohorquez Brett Jones	<i>Mindsets and Messaging: Moving Past a Fixed Mindset</i> Audrey Dentith Nancy Winfrey	<i>Leveraging Pedagogical Technology for Active Learning Design - Feedbackfruits Vendor Presentation</i> Vlad Ster Mozes Janse
Concurrent Session 1				<i>Empowerment in Career Exploration: Assessing an Intervention for First-Year Students</i> Najla Mouchrek				

	Drillfield	Duckpond	Smithfield	Solitude	Cascades	Draper's Meadow	Ellett Valley
11:15 a.m. - 12:00 p.m.	<i>"Roll" Playing: Incorporating Game Mechanics Into Traditional Role-Play Activities</i>	<i>Using Team-Teaching to Promote Integrated Learning Among Undergraduates</i>	<i>Digital Badging: A New Framework for Higher Education Instruction</i>	<i>Students as Partners: Building Learning Success Tools in Your Course</i>	<i>Strategies to Create Safe and Supportive Experiential Learning Environments</i>	<i>Beyond Pronouns: Meeting Transgender Student Needs in First-Year Courses</i>	<i>360-Degree Peer Feedback: Driving Deeper Learning and Student Engagement</i> Kritik Vendor Presentation
Concurrent Session 2	Antonio Ruiz Ezquerro	Yu-Fu Chen Lauren Brooks	Jeffrey Robert Marc Zaldivar	Chaya R Jain Leslie Y Whiteman Cheryl P Talley Brian L Sayre <i>Student-Mediated Learning: Supporting the Development of Self-Regulation in Undergraduates</i> Stephen Rutherford	Alicia Johnson Amy Arnold	Katie Waddell	Valerie Welborn Dave Liptrot
12:00 p.m. - 1:15 p.m.	Lunch Latham Ballroom						
	Drillfield	Duckpond	Smithfield	Solitude	Cascades	Draper's Meadow	Ellett Valley
1:15 p.m. - 2:00 p.m.	<i>Work Smarter, Not Harder: Assessment Through Specifications Grading</i>	<i>Creating an Engaged Classroom Environment through Peer-Assessment Practices</i>	<i>A Comparison of Traditional and Online Mid-Semester Feedback</i>	<i>Improving Group Project Experiences in Your Classroom</i>	<i>Going Way Back: Reflections on 6 Years of Virginia Tech's Digging in the Crates, Hip Hop Studies Program (VTDITC)</i>	<i>Pins and Posts: Using Pinterest and Instagram in the Classroom</i>	<i>A Riff on Content Acquisition: Podcasts for Preservice Teachers</i>
Concurrent Session 3	Michelle Gricus	Brandi Quesenberry Dorothy Conner Claire Boor Laura Purcell Susan Stinson Cemone Paul Kacy McAllister	Gavin Frome Erin Horan <i>Graduating With Honor: Student Perceptions of Ethical Reasoning Practices</i> Joseph Daniel Raymond Thomas Stephanie Lewis Anne-lise Velez	Jennifer Johnston	Craig Arthur Freddy Paige	Christine McCown	Mindy Gumpert

	Drillfield	Duckpond	Smithfield	Solitude	Cascades	Draper's Meadow	Ellett Valley
2:15 p.m. - 3:00 p.m.	<i>Engaging Experts in Project-Based Learning Courses</i>	<i>Avoiding The Pitfalls of Ethics Projects in Gen-Ed Courses</i>	<i>The Invisible Student: Retaining Minority Males in Higher Education</i>	<i>The Lecture is Not Dead: Using Storytelling to Enhance Lectures</i>	<i>Best Practices in the Construction of Multiple Choice Questions</i>	<i>Hybrid Teaching and Learning Environments and Strategies for Graduate Students</i>	<i>A Strengths-Based Approach to Trauma in the Classroom</i>
Concurrent Session 4	Alicia Johnson Miguel Nino	Andrew Marx	Jill Wendt	Kristin Phillips	Brian Hill	Callie Victor Cathy Shanholtz	Iana Amiscaray
			<i>Holistic student support in the Chemistry Major: Design, implementation and impact</i>				
	Drillfield	Duckpond	Smithfield	Solitude	Cascades	Draper's Meadow	Ellett Valley
3:15 p.m. - 4:00 p.m.	<i>Enhancing Assessment Self-Regulation through Student-Staff Collaboration Using the EAT Framework</i>	<i>A Framework for Incorporating Digital Literacy into Your Course</i>	<i>Balancing on Quicksand: Teaching with flexibility, Compassion, and Community During COVID-19</i>	<i>Active Learning: The Beckoning Kitchen Table</i>	<i>Beyond the Discussion Board: Engaging Activities for the Online Class</i>	<i>Unique Studio-based Model in Construction Management Education</i>	<i>Supporting Immigrant Students Achieving Academic Success</i>
Concurrent Session 5	Stephen Rutherford	Kelsey Hammer Julia Feerrar Kirsten Dean Katlyn Griffin	Gabi Martorell Taryn Myers Sherry Matis	Katy Brandt John Linn	Jeanne Hopkins	Saeed Rokooei George Ford	Timothy Cedor
						<i>Project-based Learning using the Collaborative Sociotechnical Innovation Model</i>	
4:00 p.m. - 6:00 p.m.	Poster Session and Reception Latham Ballrooms						

Friday, February 11, 2022

7:30 a.m.	Registration Desk Opens						
8:00 a.m.	Breakfast Items Available (Upstairs Break Area)						
	Drillfield	Duckpond	Smithfield	Solitude	Cascades	Draper's Meadow	Ellett Valley
9:00 a.m. - 9:45 a.m.	<i>Transformative Conversations: Ungrading Strategies to Support Classroom Equity and Transparency</i>	<i>Practical Strategies for Conducting Classroom Peer Review in Virtual Environments</i>	<i>Student Anxiety, Learning, and Cognition Without a Final Exam</i>	<i>Rethinking Active Learning to Promote Student Success</i>	<i>Teaching with Compassion: A Foundational Approach to Connecting with Students</i>	<i>Developing Systems Thinkers: Strategies for Effective Instructional Design</i>	<i>Inclusive Teaching Practices in the Natural and Physical Sciences</i>
Concurrent Session 6	Emily Brier Maggie Fernandes	Laura Vernon	Colin Chesley Jennifer Hunt	Hildi Nicksic Stacia Miller Suzanne Lindt	Keith Howard	Hannah Scherer Carolyn McGraw Matthew Norris Dickson Otieno Kasey Owen Camilo Alfonso	Carol Babyak Maryam Ahmed
			<i>Beyond Performance: A study of Alternative Assessments for Design Learning</i>				
			Matthew Powers Sallie Hambright-Belue				
	Drillfield	Duckpond	Smithfield	Solitude	Cascades	Draper's Meadow	Ellett Valley
10:00 a.m. - 10:45 a.m.	<i>Structuring, Supporting, and Grading Student Reflection: Lessons from the Literature</i>	<i>Enhancing Multimodal Student Engagement: Authentic Learning Across our Global Network</i>	<i>Double Your Creativity Skills in One Hour!</i>	<i>Authentic Teaching: What It Is and Why/How to Do It!</i>	<i>Strategies to Promote Engagement and Learning in Lecture</i>	<i>Indigenous Education: Pedagogy Supporting Equity, Empowerment, Sustainability, and Community Transformation</i>	<i>"Doing Sociology" through Collaborative Assessments</i>
Concurrent Session 7	Bridget Arend	Alex Fronduto Lindsay Portnoy Elizabeth Zulick	Jane Machin	Hannah Shinault	Bonnie Brenecke James Powers	Mae Hey	Heidi Williams
			<i>Integrating Support for Faculty as Writers and as Teachers</i>				
			Monique Dufour Jennifer Ahern-Dodson				

	Drillfield	Duckpond	Smithfield	Solitude	Cascades	Draper's Meadow	Ellett Valley
11:00 a.m. – 11:45 a.m.	<i>Using Fishbowl Discussions to Teach Peer Educators WISE Session Structure</i>	<i>Refugee Simulations as Experiential Learning Opportunities to Improve Empathy</i>	<i>The Student Experience Project at Charlotte</i>	<i>Panel: In the Trenches: Best Practices for Encouraging Diversity and Inclusion</i>	<i>Creating Virtual Escape Rooms to Engage Students</i>	<i>Critical Disciplinary Literacy within Literature Survey Courses</i>	<i>A Three-Step Meditation Practice for the University's Post-Pandemic Community</i>
Concurrent Session 8	Amber Smith	Amy Anderson Scott Greenberger Kelly Maguir Tara Chavez Cheryl Martin	Dave Frantzreb Celeste Lam John Small Lisa S. Walker <i>Relationship of Deep Learning with Student Satisfaction and Employability Skills</i> Madhu Kapania	Mike Ellerbrock Alma Robinson Ignacio Moore Ann Stevens (moderator)	Denise Wilkinson Amber Gruszeczek Kathy Stolley	Josh Howell Olivia Buzzacco Sarah Brown	Jacqueline (Jakki) Williams
12:10 p.m. – 1:30 p.m.	Plenary Speaker(s):			Lunch and Plenary Latham Ballroom Matthew R. Turner, Robert Turner III, Scott Turner Professor - School of Communication, Radford University Associate Professor - Department of Modern Languages and Linguistics, University of South Dakota Associate Professor- Computer Science, University of Wisconsin-Stout			
	Title:						
	Plenary Address:			<i>Failure is not an Option: Towards a More Resilient Student</i>			
	Drillfield	Duckpond	Smithfield	Solitude	Cascades	Draper's Meadow	Ellett Valley
1:45 p.m. – 2:30 p.m.	<i>Effective Teams in Student-Centered Learning</i>	<i>Student Experience Project: First Week Interventions</i>	<i>Students Use of ratemyprofessors.com to Memorialize Professors Who Have Died</i>	<i>Instructional Strategies for Engaging Students Through Diverse Modalities</i>	<i>The Secret to More Enjoyable Grading</i>	<i>Flooring Leadership Education with the F-Words: Followership and Feedback</i>	<i>Perspectives on Using Data for Teaching in the Social Sciences</i>
Concurrent Session 9	Joyce Easter	Dave Frantzreb	Christopher Seitz Muhsin Orsini <i>Do Digital Badges Work. Mixed-methods evidence from higher education</i> Jeffery Robert Marc Zaldivar	Anna Kambach Donna Fortune Fogelsong Nancy Bradley	Sarah Marrs	Lori Throupe Lacey Grey Hunter Lawson Herold Anna Lynn Thornsberry	Kayla McNabb Melanie Gainey Emma Slayton Gayle Schaub Samantha Minnis Wendy Mann Samantha Guss

	Drillfield	Duckpond	Smithfield	Solitude	Cascades	Draper's Meadow	Ellett Valley
2:45 p.m. – 3:30 p.m.	<i>Cross-Institutional Interdisciplinary Initiative to Reduce Equity Gaps through Transparent Design</i>	<i>Maintaining Course Quality, Integrity, and Rigor Between Multiple Modalities</i>	<i>Using Flipgrid to Enhance 4 Areas of Instruction</i>	<i>Engaging Students From the Start: Implementing Meaningful Warm-Up Activities</i>	<i>What Makes a Whole-Class Discussion a Good Discussion?</i>	<i>Engaging Students in Critical Thinking with First-Person Writing</i>	<i>SuperStudio: An Approach for Developing Transdisciplinary, Problem-Focused, Thematic Courses</i>
Concurrent Session 10	Breana Bayraktar Heather Keith Kim Case Jodi Fislser	Jessica Julak Michael Forder	Stacia Miller Christina J. McIntyre Suzanne Lindt	Hannah Jardine Marissa Stewart	Todd Dinkelman	Laura Waldrep	Stephanie Lewis Anne-Lise Velez Najla Mouchrek Ralph Hall Zackary Underwood Daron Williams
	Drillfield	Duckpond	Smithfield	Solitude	Cascades	Draper's Meadow	Ellett Valley
3:45 p.m. – 4:30 p.m.	<i>Enhancing Engagement in the Flipped Classroom</i>		<i>Mindfulness Pedagogy: Making Space for Difficult Conversations with Visualization Exercises</i>	<i>Fuel Student Engagement with Slow-Motion Debates</i>	<i>Don't Get Trapped Inside: Time to Think Outside the Box (A Course Design Approach)</i>	<i>Visualizing Universal Design for Learning in the Higher Education Classroom</i>	<i>Immersive Virtual Learning Experience Design and Implementation: Grinnell Glacier Example</i>
Concurrent Session 11	Caleb Adams		Courtney Ross Alan Forrest	Josh DeSantis	Erin Berman Jason Tyler	Randy Laist Nicole Brewer Dana Sheehan	Dianna Gielstra Lynn Moorma Niccole Cerveny

Thursday, February 10, 2022

Concurrent Session 1: 10:15 am - 11:00 am

Drillfield Room, Practice Session

Creating a Digital Learning Community for Online and Blended Courses

Hong Wang, *Northern Virginia Community College*

Dawn Hathaway, *George Mason University*

A digital learning community connects people and engages all members for active participation and contribution using technology towards the same academic goals. This presentation shares how to integrate strategies and tools to create a digital learning community for online and blended courses guided by a theoretical framework. It will begin with a theoretical framework to guide practices in online and blended courses, followed by strategies and tools to create a digital learning community using the framework, and end with an interactive activity and discussion. All attendees will take away practical ideas and free resources for application in online teaching.

Duckpond Room, Practice Session

Cultivating an Inclusive Learning Environment

Kerry Vandergrift, Viki Neurauter, *Radford University*

Day 1 of the new semester. You walk into your classroom, take a deep breath and:

- A. Read the syllabus out loud. Make self-deprecating joke about using technology. Ask if there are any questions? Dismiss everyone early.
- B. Welcome everyone to your inclusive classroom, where you acknowledge and value differences. Learn how to pronounce each student's name and invite correction. Establish collaborative classroom engagement rules. Immediately engage students in the course material which utilizes an inclusive approach. (Oh, and of course, share your syllabus.)

If you prefer "B," join us for our session.

Smithfield Room, Research Session

Connecting Curricular Learning and Career Readiness through ePortfolios

Miguel (Miko) Nino, Scott Hicks, *University of North Carolina, Pembroke*

This presentation focuses on a research-based model named the 6A of ePortfolios, which makes connections between curricular learning and career readiness. The goal of the model is to provide a tool for faculty to design assessments and learning experiences that prepare students for their careers. As this model is implemented, faculty and instructors will also have a strategy to promote 21st century skills such as critical thinking, communication, collaboration, and creativity.

Empowerment in Career Exploration: Assessing an Intervention for First-Year Students

Najla Mouchrek, *Virginia Tech*

Developmental challenges in the transition to adulthood call for a process of empowerment that supports students to guide themselves and build capacities. As part of a larger research project on empowering experiences in the transition to adulthood, this study investigated how a framework for empowerment in emerging adulthood may be used to support career exploration in college. The study included development and assessment of a semester-long, participatory design-based intervention for Virginia Tech first-year students exploring career options. Quantitative assessment of the intervention demonstrates that it improved personal agency, sense of purpose, several career adapting responses, and progress in career choice.

Solitude Room, Practice Session

Designing Escape Rooms for Higher Education

Shawn M. Bielicki, Alexandra Barnett, *Liberty University*

Educational Escape Rooms encourage student teams to find clues, solve puzzles, and accomplish tasks to unravel a problem in a limited amount of time. In this hands-on and interactive session, participants will learn how escape rooms can be utilized in higher education. Attendees will be taught to create escape room scripts, clues, and plan for props/puzzles. Participants will complete a live escape room in groups/teams. Caution: audience participation will be required.

Cascades Room, Practice Session

Improving Students' Motivation in Classrooms

Juan Manuel Cruz Bohorquez, Nourhan Elatky, *Rowan University*

Brett Jones, *Virginia Tech*

The purpose of this practice session is to help professors assess students' motivation in their classroom. Based on the assessment, we will help professors understand how they could change their class' strategies to increase students' motivation. To accomplish this goal, we will do as follows:

- Introduce the five components of the MUSIC Model of motivation.
 - Practice on an automated system created for assessing students' motivation.
 - Help professors identify instructional strategies that would likely increase their students' motivation.
 - Discuss instructional strategies that will likely increase one of the motivational related perceptions, and identify how these will benefit the students' learning process.
-

Draper's Meadow Room, Research Session

Mindsets and Messaging: Moving Past a Fixed Mindset

Audrey Dentith, Nancy Winfrey, *North Carolina A&T University*

It's not just personality, intelligence and talent that determine success and failure in our university classes! It's all about how we view ourselves and our students. Based on the seminal work of Carol Dweck, this session will illuminate the prevalence of a fixed mindset in universities and ways for faculty to cultivate a growth mindset among their students. The session will initially gauge faculty knowledge of mindset psychology, offer a case study activity that offers remedies for moving beyond the fixed mindset and a practice activity that offers strategies that can be used immediately in the classroom.

Ellett Valley Room, Vendor Presentation

Leveraging Pedagogical Technology for Active Learning Design

Vlad Ster and Mozes Janse, *FeedbackFruits*

While COVID-19 ignited the process of digital transformation in higher education, educators who are not provided with proper online infrastructures are struggling to reliably support their students across alternating modalities. Pedagogical technology can help cultivate a meaningful, engaging learning experience in varied learning contexts. Instead of disrupting, technology can answer the most pressing needs of educators and support effective teaching strategies. How can we leverage the potential of technology to empower active, engaging pedagogy? Join our session to dive into four stories of successful digitization achieved by educators from four institutions with the help of FeedbackFruits.

Thursday, February 10, 2022

Concurrent Session 2: 11:15 am - 12:00 pm

Drillfield Room, Practice Session

"Roll" Playing: Incorporating Game Mechanics into Traditional Role-Play Activities

Antonio Ruiz Ezquerro, *Florida State University*

This session explores role-playing games as powerful pedagogical tools that rely on story-telling and experiential learning to help students understand and retain knowledge. Role-playing can be used in a variety of settings such as a leadership learning class, an RA conflict management workshop, a hazing prevention seminar, a sexual assault bystander intervention program, etc. This workshop will reimagine the traditional approach to role-play activities in educational settings and suggest slight modifications borrowed from tabletop role-playing games to create more engaging, realistic, and educative experiences. The session will consist of a short presentation, an interactive gamified role-play, and a brief discussion.

Duckpond Room, Practice Session

Using Team-Teaching to Promote Integrated Learning Among Undergraduates

Yu-Fe Chen, Lauren Brooks, *Nazareth College*

Interactive team teaching is associated with a wide array of benefits for faculty and students. This practice session highlights the application of team teaching to facilitate interprofessional learning and collaboration among undergraduate students pursuing majors in STEM, social sciences, and humanities in a course on "translational science." Participants will be introduced to the "PESTILES" framework. We will also describe our rationale, planning, delivery, and lessons learned from this experience.

Smithfield Room, Practice Session

Digital Badging: A New Framework for Higher Education Instruction

Jeffrey Robert, Marc Zaldivar, *Virginia Tech*

Digital badges are virtual representations of accomplishments and skills. Research indicates that digital badges may enhance student motivation, incentivize learning, and capture non-traditional learning performance.

After this interactive practice session, participants will be able to: 1) discuss the educational and professional benefits of a badging framework, 2) identify the best practices for integrating digital badging in higher education, and 3) design a higher education course with a digital badging framework. In addition, this session will provide a guide for participants to construct their own digital badges in Canvas.

Solitude Room, Research Session

Students as Partners: Building Learning Success Tools in Your Course

Chaya R. Jain, Leslie Y. Whiteman, Cheryl P. Talley, Brian L. Sayne, *Virginia State University*

This NSF-funded two-phased research study examines a key aspect of the Scholarship of Teaching and Learning (SoTL) theory: engagement of students as learning partners. A causal-comparative investigation, it tests a holistic intervention to improve learner performance at a Historically Black College and University (HBCU). The first phase involves faculty training incorporating diverse instructional methods to increase student engagement. The second-phase focuses a holistic intervention targeting student accountability and partnership called "Grandma's Recipe" to help increase learner performance. The aim of this three-year study is to determine the efficacy of the approach as a generalized pedagogical model for cross-discipline implementation.

Student-Mediated Learning: Supporting the Development of Self-Regulation in Undergraduates

Stephen Rutherford, *Cardiff University*

Effective 'self-regulated' learning (SRL) is fundamental to Higher Education, but challenging for students to develop. This study aimed to identify factors influencing students' development of SRL through university. A longitudinal, interview-based, qualitative study followed undergraduate students over 3-4 years of their degrees. Data were analysed using Constructivist Grounded Theory and Situational Analysis. Four themes emerged: Adaptation of 'Personal Learning Strategies'; development of 'Personal Learning Networks'; understanding academic/discipline conventions; remodelling academic/personal identities. The significance of social interactions in SRL development infer 'student-mediated' learning, encompassing active moderation of influences/impacts of others. Supporting student-mediated learning has implications for teaching approaches.

Cascades Room, Practice Session

Strategies to Create Safe and Supportive Experiential Learning Environments

Alicia Johnson, Amy Arnold, *Virginia Tech*

Experiential education is an instructional methodology that bridges theory and practice with the goal of providing students authentic opportunities to gain knowledge and experience simultaneously. Experiential learning (EL) can be defined as "as a sense-making process of active engagement between the inner world of the person and the outer world of the environment" (Beard & Wilson, 2013, p. 4). When creating EL opportunities, it is important that the learning space is both authentic and supportive for the student. In this session, we will discuss strategies to create safe and supportive authentic learning environments for both graduate and undergraduate students.

Draper's Meadow Room, Practice Session

Beyond Pronouns: Meeting Transgender Student Needs in First-Year Courses

Katie Waddell, *Auburn University at Montgomery*

Join this workshop on best practices for creating environments of belonging for transgender students in first-year courses. We know that transgender students are 2-4 times more likely to experience negative mental health than their peers and that LGBT students in general are at higher risk of attrition in college. Research shows that interventions in first-year courses can help students persist toward graduation. This practice session seeks to provide research-based best practices for creating trans-inclusive classroom environments in first-year courses with the goal of supporting transgender students as they transition into higher education.

Ellett Valley Room, Vendor Presentation

360-degree peer feedback: Driving deeper learning and student engagement

Valerie Welborn, *Virginia Tech*

Dave Liptrot, *Kritik*

Learn why professors are embracing a model of 360-degree student feedback across all course types and disciplines to drive deeper student learning, higher engagement, and increased student interactions while saving valuable time and resources in the process. This live session features Prof. Valerie Wellborn from Virginia Tech, who joins us to share her experience and insights you can apply today to your teaching practice.

Thursday, February 10, 2022

Concurrent Session 3: 1:15 pm - 2:00 pm

Drillfield Room, Practice Session

Work Smarter, Not Harder: Assessment Through Specifications Grading

Michelle Gricus, *Hood College*

While the coronavirus seems to have boundless energy, human beings are exhausted. Systems built to privilege some and disenfranchise others further deplete what energy remains, especially in spaces intended for learning. To conserve our spirits and fulfill our responsibilities, we are called to be more “energy efficient” and flexible than ever before. Specifications-grading is one equitable strategy for conserving student and faculty energy to reach learning outcomes without sacrificing rigor. Using examples and exercises, this workshop will introduce specifications grading as a model for addressing inequities inherent in traditional grading systems.

Duckpond Room, Practice Session

Creating an Engaged Classroom Environment through Peer-Assessment Practices

Brandi Quesenberry, Dorothy Conner, Claire Boor, Laura Purcell, Susan Stinson, Cemone Paul, Kacy McAllister, *Virginia Tech*

This session offers instructor methods to better understand common hurdles in peer review, in addition to exploring peer-assessment practices like using the video platform FlipGrid, which enables students to take an oral approach to peer-review, an alternative to the traditional line-by-line edit that have been the hallmarks of writing classes. Peer reviews can be used with various assignments, allowing students to pinpoint, share, and comment on both their own and other's identity and diversity markers, and providing students with in-class exchanges they might otherwise miss. Session activities will encourage participants to brainstorm application of these practices in their courses.

Smithfield Room, Research Session

A Comparison of Traditional and Online Mid-Semester Feedback

Gavin Frome, Erin Horan, *American University*

This session will present the findings of a study evaluating the transition from collecting midsemester feedback in traditional, face-to-face class environments to entirely online environments. Researchers compared faculty requests for midsemester facilitations before and after the transition to online instruction to determine the impact of the format change on program participation. Results indicated that faculty and student participation increased with the transition to the online format. Institutions with facilitated midsemester feedback programs should consider expanding their services to provide faculty with asynchronous and online feedback collection tools.

Graduating With Honor: Student Perceptions of Ethical Reasoning Practices

Joseph Daniel, Raymond Thomas, Stephanie Lewis, Anne-lise Velez, *Virginia Tech*

This presentation will provide a summary of a recent study carried out by the Honors College at Virginia Tech in which student perceptions of ethical reasoning skill development were collected and evaluated. The study interrogates norms, values, and concepts of ethical reasoning that students express learning throughout secondary education. Additionally, the study aims include examining if students value or self-consciously apply established ethical decision-making frameworks. Preliminary findings suggest that students strongly associate ethics with concepts like morality and personal belief systems at a novice level aimed at utility in professional settings. Additional findings will be shared.

Solitude Room, Practice Session

Improving Group Project Experiences in Your Classroom

Jennifer Johnston, *University of Georgia*

Engaging students in group projects is common practice among educators. However, many students are ill-equipped to engage productively, effectively, and with low tension among team members. This session will propose preparing students for group projects by having a mini-lesson on project management framework, skills, tools, and techniques so that students can be aware of how to lead, manage, and participate in a project successfully. The methods and strategies in this presentation are grounded in research and publications from the world's leading organization in project management, the Project Management Institute (PMI).

Cascades Room, Practice Session

Going Way Back: Reflections on Six Years of Virginia Tech's Digging in the Crates Hip Hop Studies Program (VTDITC)

Craig Arthur, Freddy Paige, *Virginia Tech*

For more than 6 years, numerous organizations have collaborated to create VTDITC: Hip Hop Studies at Virginia Tech. VTDITC is a unique, iteratively-developing culturally responsive program. We prioritize celebrating creativity, transdisciplinary experiential learning, and critical community engagement. Deeply rooted in hip hop culture and pedagogy, we center practitioner voices while also including academic perspectives. This practice session will expand on our 2019 Conference on Higher Education Pedagogy presentation. This time we will focus on the experiences of our student leaders - VTDITC's Community Engagement Fellows. We look forward to sharing what we have learned - and unlearned - with you.

Draper's Meadow Room, Practice Session

Pins and Posts: Using Pinterest and Instagram in the Classroom

Christine McCown, *Virginia Tech*

This session will demonstrate how social media platforms--specifically Pinterest--can be utilized not only for an icebreaker activity in helping students build connections (particularly in online courses), but also to teach about subject specific concepts. Session attendees will create their own Pinterest board and participate in an icebreaker activity. Attendees will then be guided through how this same board could be used to teach concepts like Identity and Self-Presentation in a Sociological Social Psychology class before being given an opportunity to brainstorm ways that it could be used in their own classroom.

Ellett Valley Room, Practice Session

A Riff on Content Acquisition: Podcasts for Preservice Teachers

Mindy Gumpert, *Virginia Wesleyan University*

Teacher education programs have a significant responsibility to prepare teachers to work with students with and without disabilities. One technology to augment and support university coursework is content acquisition podcasts(CAPs). CAPs integrate Mayer's Instructional Design Principles to guide the podcast design and instructional delivery. Teacher candidates in three university classes created end of semester group CAPs to demonstrate fact laden information regarding special education using Mayer's principles. This session will share students' podcasts as well as the planning and implementation process and discuss why instructors should consider student-created CAPS as a powerful instructional tool.

Thursday, February 10, 2022

Concurrent Session 4: 2:15 pm - 3:00 pm

Drillfield Room, Practice Session

Engaging Experts in Project-Based Learning Courses

Alicia Johnson, *Virginia Tech*

Miguel Nino, *University of North Carolina, Pembroke*

Project-Based Learning (PBL) is a student and problem-driven instructional approach built around authentic, meaningful, and sustained projects to facilitate student learning beyond the content knowledge (Helle, et al., 2006; Kokotsaki, et al., 2016, p. 1). PBL encourages teamwork, collaborative communication, project management, and creative problem-solving in diverse environments that often include a variety of stakeholders and subject matter experts (SME) (Grant, 2002; Krajcik & Blumenfeld, 2006). This session discusses the role of the SME in PBL and how faculty and SME's can work together to provide students with experiences that will serve them in their future professional lives.

Duckpond Room, Practice Session

Avoiding the Pitfalls of Ethics Projects in Gen-Ed Courses

Andrew Marx, *Virginia Commonwealth University*

This session will explore concepts and strategies for avoiding some of the pitfalls of assigning ethics research papers. Traditional assignments that prompt students to address controversial ethical and political issues pose a number of difficulties, including confirmation bias and motivated reasoning. These difficulties hinder critical and reflective thinking on such issues, and often leave students in more entrenched or extreme positions than when they started. However, there are promising alternatives to straightforward ethical debate that can advance ethical reasoning skills in the context of research writing. This session will provoke serious thought on new approaches.

Smithfield Room, Research Session

The Invisible Student: Retaining Minority Males in Higher Education

Jill Wendt, *Arizona State University*

This session will examine and address problems with minority student persistence within higher education. Presenter will facilitate a discussion on strategies for engaging minority male students for the purpose of learning about one another's perspectives in order to support the students involved to achieve higher levels of persistence & academic achievement. Theoretically using Critical Race Theory to understand the "voices" of student experiences. The session will highlight strategies used to build sustainable programs and mentorship opportunities in working with minority male students and highlight some issues related to the transfer student experience into a 4 year university.

Holistic Student Support in the Chemistry Major: Design, Implementation and Impact

Sally Wasileski, *University of North Carolina at Asheville*

A student support program scaffolded within the chemistry major curriculum at UNC Asheville aims to more-holistically support the academic, social and emotional needs of chemistry students. The program is funded by a NSF S-STEM grant and support elements are scaffolded in three stages of the student experience: (1) transition from highschool to college; (2) from 'students in courses' to identifying as chemistry majors; and (3) preparation for entering the chemical workforce. The presentation will focus on program design, implementation and impact on students including results on student persistence, well-being, sense of belonging, motivation in their major, and engagement.

Solitude Room, Practice Session

The Lecture is Not Dead: Using Storytelling to Enhance Lectures

Kristin Phillips, *Virginia Tech*

The push for active learning has left many feeling as though the lecture is an outdated and ineffective tool. However, lecturing can be an essential tool for delivering foundational content. When done well, lectures can create an environment for active learning and facilitate deep learning. Storytelling, or narrative pedagogy, is one tool to effectively engaged students during lecture. Humans are wired for stories. When used in the classroom, stories can help students make connections between concepts and make sense of their meaning. This practice session will explore how to effectively incorporate storytelling into your own lecture.

Cascades Room, Practice Session

Best Practices in the Construction of Multiple Choice Questions

Brian Hill, *Edward Via College of Osteopathic Medicine*

As instructors, we test our students regularly, often utilizing multiple choice exams. Many of us merely imitate our former instructors in terms of constructing multiple choice questions as we have had had no formal training in this area. This session will focus on writing better exam questions by presenting the best practices for construction of multiple choice questions, and how to write items that test on higher cognitive levels. Particular emphasis will be placed on the item writing guidelines used by standardized exams such as the Medical College Admissions Test (MCAT) or Graduate Record Exam (GRE).

Draper's Meadow Room, Practice Session

Hybrid Teaching and Learning Environments and Strategies for Graduate Students

Callie Victor, Cathy Shanholtz, *Shenandoah University*

This interactive session will demonstrate how graduate faculty in a hybrid curriculum successfully plan, execute, and evaluate online and face-to-face content delivery in masters and doctoral level programs. Combining online, blended learning, hybrid, and face-to-face into one cohesive

experience provides learners with multiple methods for effective learning within all levels of Bloom's Taxonomy. Templates used to align course and weekly objectives with content and assignments will be described and shared allowing participants to trial during the session. Teaching plans to connect online content with in-class activities will be shared including strategies used in the classroom to maintain engagement.

Ellett Valley Room, Practice Session

A Strengths-Based Approach to Trauma in the Classroom

Iana Amiscaray, *American University*

Research shows that the effects of trauma are prevalent and a common barrier to student learning. Often, however, trauma goes unaddressed or worse, is re-triggered by an event in the classroom unbeknownst to the instructor and other students. In this session, participants will learn about the impacts and signifiers of trauma in the classroom, as well as, how to redress these barriers using a strengths-based approach. By the end of the session, participants will be able to employ a trauma-informed empowerment model to improve student learning outcomes.

Thursday, February 10, 2022

Concurrent Session 5: 3:15 pm - 4:00 pm

Drillfield Room, Practice Session

Enhancing Assessment Self-Regulation through Student-Staff Collaboration Using the EAT Framework

Stephen Rutherford, *Cardiff University*

How can we better use assessment as a tool to enhance our students' learning? This workshop introduces the 'EAT Framework' (Equity, Agency and Transparency in Assessment); an evidence-informed tool for engaging students and staff in partnership to improve assessment and feedback approaches, and development of self-regulated learning. EAT in considering Assessment Literacy, Assessment Feedback and Assessment Design in an integrated way, provides a tool to audit effectiveness in these areas and guide improvements. The workshop introduces EAT, and participants will work together to discuss how EAT can help address any challenges you may have with enhancing the quality of assessment.

Duckpond Room, Practice Session

A Framework for Incorporating Digital Literacy into Your Course

Kelsey Hammer, Julia Feerrar, Kirsten Dean, Katlyn Griffin, *Virginia Tech*

As both educators and citizens, we are facing urgent questions about mis/disinformation, digital privacy and security, and ethics in higher education. How do we help our students succeed in an ever-evolving digital world? In this practice session, a team of academic librarians will share broad principles and practical approaches for bringing digital literacy into the college classroom. Participants will also have an opportunity to discuss the challenges they see in their own classrooms and will leave with ideas for incorporating digital literacy into their own teaching.

Smithfield Room, Practice Session

Balancing on Quicksand: Teaching with Flexibility, Compassion, and Community During COVID-19

Gabi Martorell, Taryn Myers, Sherry Matis, *Virginia Wesleyan University*

The uncertainties and shifting sands of the COVID-19 pandemic has led most American colleges and universities to experiment with new instructional modalities, bringing new challenges. Today we focus on lessons emerging from this process, centered around a discussion of essential interpersonal components for teaching successfully during uncertain times. In this roundtable, we will discuss how we (a research librarian, remote faculty, and faculty teaching in a hy-flex model) were able to navigate the new teaching and learning environment and meet our goals of flexibility, compassion, and community. We also welcome you to share your thoughts and perspectives with ours.

Solitude Room, Practice Session

Active Learning: The Beckoning Kitchen Table

Katy Brandt, John Linn, *Highpoint University*

Active learning suggests the enlistment of active, affective, and psychomotor learning through the process of adding context to inquiry through shared personal perspectives to fuse solutions that embody empathy, value, and engagement. This session will explore active learning through a pair of activities mirroring conversational pedagogy which centers around peer-based problem-solving and promotes active, affective, collaborative, and psychomotor engagement. Operating within the context of the built environment, activities will model this process, share findings within the session, and engage participants in forms of visualization through graphic and physical exploration.

Cascades Room, Practice Session

Beyond the Discussion Board: Engaging Activities for the Online Class

Jeanne Hopkins, *Tidewater Community College*

Oftentimes, discussion boards seem like the only activity to use in our learning management systems. While they are great, this presentation provides participants with many hands-on, fun, and engaging activities for online students to explore, analyze, and create with course concepts. A QR code is provided for participants to access samples/templates to edit to their own courses.

Draper's Meadow Room, Research Session

Unique Studio-based Model in Construction Management Education

Saeed Rokooei, George Ford, *Mississippi State University*

This paper briefly presents the results of the first two stages of a study focusing on the studio-based model for construction education. The study was initiated to explore various aspects of the studio-based and project-based approach employed in the Building Construction Science (BCS) Program at Mississippi State University (MSU). BCS is one of the only two programs in the U.S. that has adopted this model. Although employers and students expressed their positive feedback toward the suitability of this model for construction education, various aspects of the "construction studio" are not fully explored, which will be discussed in this paper.

Project-Based Learning using the Collaborative Sociotechnical Innovation Model

Shahabedin Sagheb, Michael Kretser, Alkan Soysal, Amy Arnold, Katie Walkup, Jared Keyel, Robert Smith, *Virginia Tech*

The Calhoun Honors Discovery Program at Virginia Tech partners with professionals employed in the industry and non-profit sectors who offer real-world problems and timely feedback to learners enrolled in project-based, transdisciplinary studio classes. Created with the goal of developing holistic competencies within learners, the program's educational model develops collaboration, design thinking, systems thinking, rapid prototyping, collaboration, agility in complexity, and critical

thinking. In this research session, the instructors of the course and supporting short courses share their findings from implementing and iterating the model.

Ellett Valley Room, Vendor Presentation

Supporting Immigrant Students Achieving Academic Success

Timothy Cedor, *Dallas College*

This program will look at the needs immigrant students bring to the classroom and how professors can use things like cultural capital to help these students adjust to college life and achieve academic success. The presentation will also include 10 best practices educators can immediately use in their classrooms to help students. While geared towards the immigrant student, much of the information in the program applies to the needs of first-generation students as well.

Thursday, February 10, 2022

Poster Session: 4:00 pm - 6:00 pm

1. Instructor Listening Style as a Situational Demand

Marielle Justine Sumilong, *University of the Philippines*

Teachers are called upon to be a particular kind of listener in the classroom; active-empathic listening has been recognized invaluable to effective instruction. The shift in delivery modalities following the Covid-19 pandemic -from traditional face-to-face to modular remote instruction-exacerbated and catalyzed many instructional communication-related challenges that instructors now have to address and alleviate. This study sought to determine whether Speech Communication instructors adjust their listening styles to adapt to the different communication demands of a remote classroom. Results determined a significant difference in the instructors' critical listening scores.

2. Assessing the Assessment: Lessons Learned from the CAEP Accreditation Process

Melissa Comer, Nancy Kolodziej, *Tennessee Tech*

Rather than view the compilation of our self-study report for accreditation as a means to an end, we conceptualized it as a way to better our literacy education program, using it as an opportunity for action research. Our goal was to identify features of our program and its systems, i.e., record-keeping, that needs to be sustained or developed to support continuous self-assessment while facilitating future accreditation applications. Among other findings, we discovered three essential lessons to improve program delivery and our pedagogy/methodology. In this presentation, we will focus on lessons learned, sharing analysis/results regarding the assessments.

3. Moving Forward. The JCSU Center for Innovative Teaching and Learning

John Bannister, *Johnson C. Smith University*

This poster highlights Johnson C. Smith's Center for Innovative Teaching and Learning, which was brought back as part of JCSU response to the COVID-19 pandemic and the required rapid shift to 100% virtual learning. The work of the center is grounded in the principles and foundations of Connectivism (Siemens) which posits the value of connections, the diversity of opinions in the learning process and the use of technology to gain and distribute knowledge.

4. Frazzled Faculty Teaching Stressed Students: Navigating Righteously Through Shared Trauma

Diana Rios, Graciela Quinones-Rodriguez, *University of Connecticut*
MaryHelen Millham, *University of Hartford*

During the pre-COVID decades, many college professional staff and faculty tried their best to be trauma-informed for student health and safety. Our goal is to heighten awareness about today's missing bridges that more firmly connect the instructor-student shared experience of continued stress, prolonged trauma. Besides presenting a philosophical view with accompanying visuals, and examples of cross disciplinary assignments (Communication, Latino Studies, Women Studies), we will share simple "mini-modules" supporting spirits-attitudes of both educator and student. No faculty/professional staff is above the frazzle or the trauma. We are in the big trauma boat together and rowing fiercely.

5. COVID-19 Modification Performance in a Medical School Human Anatomy Course

John McNamara, Michael Nolan, *Virginia Tech*

The sudden and unexpected COVID-19 pandemic in the U.S. in the spring of 2020 necessitated changes in how medical educational offerings were delivered worldwide. The need for social distancing in particular represented a significant challenge for most medical schools. We describe here changes to the anatomy curriculum at the Virginia Tech Carilion School of Medicine that we implemented in academic year (AY) 2020-2021 in an attempt to maintain the high quality of our anatomy curriculum. We report the results of our initial observational effort to measure the impact of our curricular changes on student learning in anatomy.

6. Blended, Online, or Hybrid: Did It Make a Difference?

Sara Lenhart, *Christopher Newport University*

Theoretical Foundations for Elementary Mathematics is a 100-level course required for students planning on applying for the 5-year Masters of Teaching program. It has taken many formats through the years, but blended is the preferred format of the professor. In Spring of 2019, the instructor was forced to make the course online for half the semester because the college shut-down. The course had to be offered as hybrid the next year for quarantined students. This study examines student pre-tests and post-tests for three differently formatted semesters to see if there was an impact on student learning.

7. Scaffolding Self-Regulation with College Students

Kristan Morrison, *Radford University*

Are you frustrated when you provide students feedback on their work and they look only at the grade? Does it seem like your students aren't using their time out of class efficiently? Are your students frequently distracted by their cell phones in and out of class? Does it seem that your students aren't aware that higher education is about learning from stumbles and getting better? Yes? We present ways in college students can be aided in developing their self-regulation skills (a set of proactive processes and self-beliefs that enhance learning).

8. Employers' Perspective of Employability Skills

Tabitha Young, Joseph Mukuni, *Virginia Tech*

One of the aims of education is to prepare students for the world of work. The poster describes a study titled 'Employers' perspective of employability skills,' a subject that is very important for higher education faculty because it makes them aware of the expectations of employers regarding the non-technical skills that students must have as they enter the workforce. The poster will give an overview of the study, its objectives, problem statement, methodology, key findings, and recommendations.

9. Implementing a Mastery-Based Ungrading Approach in Laboratory Science Courses

Erin Friedman, Jamie Brooks, *Lynchburg University*

Traditional grading is rife with problems, including reduced student interest in learning, decreased student engagement in challenging tasks, increased cheating, and grade inflation coupled with a trend toward reduced rigor. Specifications grading is a type of ungrading system that is based on adult-learning theory and allows students to work toward a desired course grade while demonstrating content mastery. This system minimizes anxiety and maximizes intrinsic motivation while maintaining academic rigor by relying upon clearly communicated expectations, multiple attempts, and frequent self-assessment and feedback. We will share our implementation of this grading system into core and elective laboratory science courses.

10. Pre-Service Teachers' Multicultural Literature: Planning and Implementing Windows and Mirrors

Kristen Gregory, Gordon Goodwin, *Eastern Carolina University*

Windows and mirrors (Bishop, 1990) is a strategy where authors create opportunities for readers to see themselves authentically represented in the book (mirrors) and learn about different people, cultures and backgrounds (windows). In this study, early-experience pre-service teachers in an ELA methods course learned about windows and mirrors, created an alphabet book, and conducted an interactive read aloud. We analyzed data using open and axial coding to understand how they planned for, included, and discussed windows and mirrors in their alphabet books and interactive read alouds. We will share examples of three implementation levels and provide implications for teacher educators.

11. Specifications Grading in an Upper- and Grad-Level Food Science Course

Jacob Lahne, Leah Hamilton, *Virginia Tech*

This poster presents the concepts of "specifications grading", a system of formative assessment by which students can develop agency in their own learning. I describe how specifications grading can support a growth-oriented mindset for both instructors and students and the process of implementing the approach in two Food Science courses at different levels, with support from both my own solicited feedback and from SPOT surveys.

12. Writerly Trajectory in Higher Education: Some Commonalities and Some Discords

Jagadish Paudel, *The University of Texas at El Paso*

This poster presentation draws ideas from the book, *Developing Writers in Higher Education: A Longitudinal Study* (2019), writerly development in higher education, chiefly developing writing of undergraduate students. Similarly, the presenter briefly presents his own autobiographical writerly development in higher education.

13. Integrating Health Systems Science Through Intentional Clinical Faculty Professional Development

Sarah Umbarger-Wells, Shari Whicker, Mariah Rudd, *Virginia Tech Carilion School of Medicine and Carilion Clinic*

Professional development of clinical faculty to support integration, modeling, and assessing of Health Systems Science (HSS) content within clerkship learning environments is lacking in medical education and scholarly literature to date. A longitudinal, comprehensive integration of the complete HSS curricular framework has yet to be reflected in existing literature. Through partnership between Carilion Clinic and VTCSOM, the Health Systems Science Clinical Champions (HSSIP) Cohort is designed to educate and support clinical faculty in their growth and understanding of applied health systems science and to develop clinical educator role models who demonstrate and communicate an understanding of HSS in practice.

14. Teaching Identity(ies) Through Food: Cooking Shows Reinforce, Celebrate, Appropriate

Mary Helen Millham, *University of Hartford*
Diana Rios, *University of Connecticut*

When does appreciation become appropriation? How can we confirm and/or reinforce our cultural identities through our food choices? Food has the ability to both keep a culture alive but can also to completely misrepresent a culture. Specific episodes of shows including Taste the Nation with Padma Lakshmi and Masterchef are shown and connections made to the course content to help increase students' understanding of course concepts about culture, interpersonal and team communication, and how we negotiate and define our various (personal, social, and cultural) identities.

15. Linking Pedagogy with Assessment through Reflective Practice

John McNamara, Michael Nolan, *Virginia Tech*

In this session we review some basic elements and principles of assessment discussing ways of ensuring that created assessments are reliable measures of learning and success. We describe different types of assessment instruments and explore their use for measuring different types of learning. Some tips will be offered on how to create reliable assessment tools including a brief listing of the consequences of an unsuccessful effort to link pedagogy with assessment. We include for completeness a brief comment on the difference between

assessment and evaluation. Participants will be challenged to review a course for reliability of instruments used.

16. Darkroom to Digital During a Pandemic

Benita VanWinkle, *High Point University*

When higher education essentially closed the doors on learning in person during the Spring of 2020, teaching studio art courses in analog black and white film photography became a challenge with students not having access to the physical darkroom. Fast-forwarding into digital technology and a free app used by many professional photographers, students practiced their black and white aesthetic to complete their course and learned how to adapt to a new reality.

17. Mentorship for New Faculty in Higher Education

Megan Edwards Collins, Sanchala Sen, Chinno Ing, *Winston-Salem State University*

New faculty in Higher Education frequently do not have educational backgrounds that prepare them for taking on a role in Academia. The mentorship process (formal or informal) can play an essential role in ensuring success. Faculty from Winston-Salem State University's Occupational Therapy Department will share their experiences, strategies, and suggestions for mentors and mentees in academia. Tips and strategies will be provided to better ensure a positive and beneficial experience for faculty and students in teaching, research, and service.

18. Teaching Leadership to Undergraduates: The BILD Approach

Arthur Pantelides, *Virginia Wesleyan University*

BILD or Business Integrated Leadership Development is a comprehensive approach to teaching leadership at the undergraduate level. It was born out of a research project began in 2018 which investigated Gen Z attitudes towards leadership in Eastern Europe. What was discovered was a dichotomous relationship: tendencies towards authoritarian style leadership at the political level vs. a more democratic approach at the professional business level. This aligned with the recent tendency towards populism which is sweeping certain parts of the world. Essentially young people want a strong national leader in their country but a "hands-off" boss in their company.

19. Design Thinking: Creating a Longitudinal Medical Student Experience Diagram

Renee LeClair, Patrick Bonson, *Virginia Tech Carilion School of Medicine*

To improve our understanding of medical school experiences, we implemented design thinking strategies to collect longitudinal student feedback to guide curriculum changes. Students across all four years at VTCSOM, were interviewed using questions adapted from existing university Likert-style evaluations. Following the interview phase, individual experience diagrams were thematically coded and sorted. The coded information was organized across a 4-year time span generating a cohesive experience diagram,

representing the holistic student experience. In conclusion, this methodology has identified several curricular and non-curricular stresses related to medical students that should be further examined to guide curricular change, resource allocation and faculty development.

20. Co-Teaching Instructional Design: Experiences in Graduate Student Professionalization

Rebecca Clark-Stallkamp, Alicia Johnson, *Virginia Tech*

Co-teaching is a pedagogical approach transcending the isolation of teaching which is often overlooked in traditional one-to-many model institutions. Co-teaching, defined as two or more instructors planning, developing, instructing, and evaluating together (Backarach et al., 2010), promotes a dynamic social partnership in a collaborative learning process for all co-teachers and their respective students. The researchers, a co-teaching dyad, will share valuable co-teaching experiences ranging from triumphs to challenges. Join a collaborative conversation aimed at finding opportunities for co-teaching in higher education. Attendees will leave with a useful list of strategies related to co-teaching as a pedagogical approach.

21. Food Labs in a Remote World

Georgianna Mann, Alex Lopez, *University of Mississippi*

The COVID-19 pandemic created unprecedented challenges for higher education, but also accelerated course innovations in an increasingly web-based world. For lab courses, creative alternatives were required to accommodate social distancing and masking mandates. The course structure presented describes an Experimental Food Study course and how it was adapted to accommodate a lab section via the web, and simultaneously was altered from a 3-test model to a critical thinking course.

22. The Personal Engineering Platform for Take-Home Hands-On Learning

Tom Diller, Diana Bairaktarova, Al Wicks, Steve Southward, *Virginia Tech*

The aim of this project is to demonstrate the effects of a new transformative approach to engineering education using the Personal Engineering Platform (PEP). The PEP units are composed of individual data acquisition boards along with a suite of transducers and actuators used with each student's personal computer. A series of hands-on workshops and lab experiments were developed for mechanical engineering students to augment their required lecture and laboratory courses. Initial results indicate that the systems are helpful for the students in learning basic engineering concepts and as a motivational tool. Live demonstrations will be performed.

23. Scientific Transparency, Replication, and Evidence Synthesis Pedagogy: Research and Practices

C. Cozette Comer, Nathaniel D. Porter, *Virginia Tech*

Replication and evidence synthesis are cornerstones of translating knowledge to action, requiring transparency in the original studies to produce valid results. Although graduate

level courses related to transparency, replicability, or evidence synthesis (TRES) exist, they are seldom presented within the context of one another. We summarize the methods and findings of two reviews designed to support evidence-based graduate training in TRES concepts: a review of scholarship of teaching and learning for TRES concepts in graduate education and a review of TRES-related course material from a sample of universities.

24. Rethinking the Teaching of Research in Practitioner-Oriented Doctoral Programs Sarah Capello, Edwin Nii Bonney, Maxwell Yurkofsky, Brad Bizzell, *Radford University*

Over the past decade, the Carnegie Project on the Education Doctorate has proposed a framework for EdD programs that prepare scholar-practitioners to identify, frame, and address problems of practice within their local schooling context. This framework--combined with past critiques of EdD programs and revised visions for practitioner-oriented doctoral programs--has challenged EdD program administrators and faculty to reexamine traditional program designs and instructional methods for their students. This poster presents one aspect of program redesign: rethinking the research methodology coursework and instructional practices for students in practitioner-oriented doctoral programs.

25. Faculty Development: A Story of Growth, Collaboration, and Support Breana Bayraktar, *Northern Virginia Community College*

This poster shares the results of a grounded theory research study exploring how instructors engage in faculty development activities. The presenter presents the creation of a model of Faculty Development Decision-Making, which describes how instructors make decisions about engaging in faculty development activities and implementing innovative teaching practices. Implications for practice at the institution-, department- and individual-level are shared.

26. Elevate Research Program: Leveraging Undergraduate Research to Close Equity Gaps

Joe Wirgau, Heather Keith, Margaret Pate, Jeanne Mekolichick, *Radford University*

In this grant-funded project, we partner faculty fellows with student leaders to incorporate course based undergraduate research experiences into the first and second-year curriculum in order to close equity gaps for Black, Indigenous and Students of Color. This program elevates student researchers in two ways. First, evidence suggests that research experiences contribute to student persistence and success. Second, we elevate upper-level undergraduate BIPOC students as research mentors, offering them research and scaffolded leadership experiences aimed at their persistence and success. Our programming includes both faculty and student research mentor professional development.

27. The Role of Students in the CREATE/STS NSF Grant

Shannon Conley, Emily York, Bay Cohen, Jacob Dragovich, Alexa Houck, Corgan Jasper, Jessica McMasters, Katelyn Moree, Abby Snodgrass, Charlie Thomas, Danica Tran, Rachel Bczynski, *James Madison University*

We analyze our experiences as undergraduate research fellows participating in the National Science Foundation funded CREATE/STS (Collaborative Research and Education Architecture for Transformative Engagement with STS) project. We present analysis of our experiences as undergraduate researchers and co-facilitators in the CREATE/STS methodological framework, as we seek to collaborate with faculty across disciplines in the context of pedagogy-oriented workshops. We will share findings and reflect on our experiences from the fall 2021 semester's series of workshops that aim to facilitate mutual learning and creative, imaginative collaboration amongst faculty and students.

28. Mindfulness in Higher Education: Strategies for Educators and Students

Sarah Smidl, Viki Neurauter, Carma Sample, Sarah Garrison, *Radford University*

Our minds are racing, our hearts are pounding, and the toll of stress and anxiety is having a detrimental impact on the minds and bodies of teachers and students. The answer to alleviating some of this impact may be in the practice of daily mindfulness. Visit our poster to learn about the value of mindfulness and to practice basic strategies that you can apply immediately.

29. Undergraduate Research Programs' Impact on Career Readiness Competencies and Engagement

Joe Wirgau, Riley Petroski, Maia Grove, Margaret Pate, *Radford University*

Undergraduate research has a host of positive outcomes for students, faculty, and universities. In response, universities have invested in expanding access to undergraduate research and creating pipeline programs for growing undergraduate research. This presentation will share assessment data on the perceived student benefits of three distinct research programs at a mid-sized comprehensive public institution. The programs are supported by intentionally designed personal and professional development workshops for student participants and the benefits are discussed through the use of the career readiness competencies as defined by the National Association of College Employers.

30. Student Learning Motivation in Asynchronous Versus Synchronous Collaborative Learning Groups

Angela Anderson, Lane Williams, *Virginia Tech*

Are there changes in a student's motivation for learning when participating in class group work, if the group work is done asynchronously via a discussion board or synchronously using Break-out Rooms in Zoom? Using the MUSIC Model which assesses specific parameters for a student's perception of motivation for learning, we investigated whether different modalities of implementing group work had a perceived effect for students in the

areas of empowerment, usefulness, success, interest, caring, ease of the class, and effort needed in the class.

31. Student Perceptions of Video Feedback in an Asynchronous Online Course

Savanna Love, *Randolph-Macon College*

David Marshall, *Auburn University*

Recent literature has demonstrated the ways in which asynchronous, one-to-one, video feedback is advantageous to building student-teacher relationships and increasing engagement on online courses. The current study sought to understand student perceptions of video feedback in an online asynchronous course offered to pre-service teachers. Students received video feedback on an ongoing research project and were asked to reflect on their experiences in a survey and interview at the conclusion of the course. The findings from this study will further the discussions on effective use of video feedback, instructional strategies, and student perceptions of the feedback they receive in online courses.

32. Using Evidence-based Arguments to Debate Research News

Chardai Francis-Martin, *Campbell University School of Osteopathic Medicine*

The purpose of this project was to develop and evaluate the effectiveness of a novel approach to journal club using a "debate-style" in which students read a news article reporting findings from a research study. Student groups were assigned either affirmative or negative positions and then must provide evidence from peer-reviewed journals supporting their stance or discrediting the stance of their opponents; faculty oversee and facilitate the session. Course evaluations by the students were used as a measure of comparison between the two forms of journal club.

33. Correspondence Plus: Old Delivery Models, New Technology, and Incarcerated Education

Matthew Lockett, *California State University - Dominguez Hills*

Our poster outlines and explores Correspondence Plus, which is a hybridized correspondence course delivery model designed for incarcerated students whose ability to access courses varies widely by institution. The model proposes that correspondence classes be designed in a manner that allows instructors to add on course components as their students' technological and security circumstances allow. Given the changing and often mercurial conditions that incarcerated students face on a daily basis, this model will maximize student access to courses and course materials in spite of the arbitrary and often unavoidable stresses of incarceration.

34. Imagining Just Futures Across Disciplines: The NSF CREATE/STS Project

Shannon Conley, Emily York, Cindy Klevickis, Holly Yanacek, Daisy Breneman, Marissa Brandt, *James Madison University*

This poster introduces a methodology for collaboration and pedagogical development across disciplines. Drawing data from pilot work at James Madison University, and the first semester of the NSF funded CREATE/STS (Collaborative Research and Education Architecture for Transformative Engagement with STS) project, we present analysis of our methodology as well as a discussion of how our framework can be adapted for a variety of contexts, ranging from classroom pedagogy to cross-institutional collaboration. We will report out pilot findings from the fall 2021 semester's workshops that aim to facilitate mutual learning and creative, imaginative collaboration amongst faculty and students.

35. International Collaboration Assignment - A Global Connection Experience

Karen Stylianides, Lorie Kramer, Garrett Huck, *Penn State University - Hazleton*
Georgios Stylianides, Mohamed Al Hosani, *United Arab Emirates University*

We are adventuring into a new world of higher education with technology that allows us to connect through virtual platforms. This poster will present how we connected, communicated, collaborated, and created an international mutual classroom assignment between the United Arab Emirates University and Penn State University Hazleton.

36. Designing Success: Creating Learning Experiences to Expand Graduate Students' Future Employment

Sharon Stidham, *Virginia Tech*

Graduate students must both excel in their studies and develop relevant transferable skills. However, non-classroom-based practical opportunities can be elusive. The solution? Create your own. The process of combining practical experiences with theoretical and empirical research to provide others with a tool to succeed is the ultimate outcome of this design and development study. This poster will present a research-based framework by which graduate students may identify their strengths, a goal, and strategies for exploring opportunities via which the identified goal may be achieved.

37. Creating Competition-Based Graduate Symposia as Professional Development Opportunities

Sharon Stidham, *Virginia Tech*

Graduate students, in their pursuit of positions in the academy as researchers, must learn to communicate their science clearly and concisely for a breadth of audiences. However, most of their presentation opportunities occur within discipline-specific conferences and conventions. Worse, most department-based symposia provided for practice feature in-discipline experts, which does not demand the graduate researcher develop their communication skills beyond their sphere of expertise. This poster presents a practical approach for creating an interdisciplinary competitive approach for research presentations that rewards clear communication of science to a broad audience.

38. Verbal Expressions Used to Describe Curvilinear and Rectilinear Flow Diagrams

Rob Branch, Sicheng Jin, *University of Georgia*

We report the results of a study in progress that replicates two earlier studies about the effect of graphic element type on verbal expressions that are used to describe complex flow diagrams of content knowledge that were conducted by Branch, Rezabek and Cochenour (1998), and Branch, Man and Shin (2018). We contend that perceptions of complexity are influenced by the type of graphic elements used to compose a flow diagram. This is pertinent to teachers and researchers in higher education because practically all disciplines use flow diagrams to communicate the intricacies of their respective subject matter.

39. How Mindfulness Intersects With Teaching Critical Thinking to Today's Students

Tricia Easterling, *Radford University*

Stress, anxiety, and declining cognitive skills in students have caused growing alarm among educators and parents alike. These phenomena can bring about considerable academic impairment so it is crucial to understand how to effectively attend to them in college classrooms. This poster illustrates how to support students in cultivating and sustaining focus as they develop their critical thinking skills.

40. Teaching About Physical Activity and Health Outcomes During a Pandemic

Harold George Philippi Jr., Pam Frasier, *Radford University*

Given the Covid-19 pandemic, this poster presents a rethinking and reframing how we teach undergraduate health professions students about physical activity and its influence on health outcomes. Physical Activity is body movement produced by contraction of skeletal muscles which increases energy expenditure, and includes exercise, defined as planned, structured and repetitive movement to improve or maintain one or more components of physical fitness (Chodzko-Zajko, W. J., 2014). We have taught our students the more people engage in physical activity, even small amounts of physical activity, the body immediately responds.

41. STEAM Outreach: Forming Community Connections in the Time of COVID-19

Kristofer Rau, *Virginia Tech*

This poster presents the development of a STEAM Outreach program, and the impact that the pandemic has had on community engagement by centers of higher education. We share how our colleagues are adapting and innovating during the pandemic, and what strategies are being used to overcome challenges. Finally, we will discuss the lessons learned from these experiences, and how they may shape the future of engagement with our community.

42. Let's Use Service Learning to Increase Student Engagement and Success!!

Sally Sledge, *Norfolk State University*

This poster presentation will focus on the benefits of using service learning across the curriculum in higher education. It will provide a template that can be used in most disciplines to achieve course learning outcomes via service learning. Tips will be shared to

increase student participation, buy-in, mastery of concepts, and real-world experiences through this pedagogy. The poster will offer suggestions regarding service learning to faculty through a series of questions designed to foster conversations around the poster.

Friday, February 11, 2022

Concurrent Session 6: 9:00 am - 9:45 am

Drillfield Room, Practice Session

Transformative Conversations: Ungrading Strategies to Support Classroom Equity and Transparency

Emily Brier, *Western Carolina University*

Maggie Fernandes, *Virginia Tech*

In this practice session, we draw on our experiences as writing instructors who have employed ungrading and labor contract-based assessment in our classrooms to offer practical ungrading strategies to promote equity and transparency in assessment. This multimodal, interactive workshop invites participants to discuss and reflect on assessment approaches, create shared understandings of instructors' and students' perceptions of assessment strategies, and leave empowered with ungrading strategies for assessment at any level.

Duckpond Room, Practice Session

Practical Strategies for Conducting Classroom Peer Review in Virtual Environments

Laura Vernon, *Radford University*

Student peer review of writing is a common academic and workplace practice. Because of the pandemic, educators are moving from in-person to virtual peer reviews and are looking for creative ways to engage students in a productive process. Peer review skills begin in college and can improve over time with informed guidance and practice. By attending this presentation, participants will learn a step-by-step method for conducting virtual peer reviews of student writing, brainstorm other peer review methods to include other disciplines, formulate diplomatic language necessary for proper feedback, and plan or set goals for incorporating peer review into their classrooms.

Smithfield Room, Research Session

Student Anxiety, Learning, and Cognition Without a Final Exam

Colin Chesley, *Datona State College*

Jennifer Hunt, *East Tennessee State University*

Students sometimes opine that the absence of a final exam in a class would lower their stress levels and thus lead them to relax, listen, and learn better throughout the semester. This quasi-experimental research seeks to understand if the lack of a final formal assessment lowers student anxiety and stress and increases overall cognition. The researchers taught the same courses over 2 separate semesters with a control group that took a final exam and an experimental group that did not. Both groups received a post-assessment 2 months following the course. Stress was measured using the Perceived Stress Scale.

Beyond Performance: A Study of Alternative Assessments for Design Learning

Matthew Powers, Sallie Hambright-Belue, *Clemson University*

This study examines how alternative assessment methods like concept mapping, surveys, and interviews can holistically assess design learning in addition to commonly used performance-oriented approaches. These non-traditional assessment methods promote a learning orientation as opposed to a performance orientation, which leads to students being able to self-regulate and focus their attention on strategies that lead to competency. This study will help design educators - as well as others - attune their instruction and projects to meet both student learning and performance needs.

Solitude Room, Practice Session

Rethinking Active Learning to Promote Student Success

Hildi Nicksic, *Texas A&M University*

Stacia Miller and Suzanne Lindt, *Midwestern State University*

Active learning, as the involvement of students in the learning process, is a well-known pedagogical strategy. Moving away from traditional passive learning has the potential to increase student engagement, promote content application and critical thinking, and enhance comprehension. Yet when we apply the "active" part of active learning by incorporating physical activity into the curriculum, students may reap additional benefits. In this practice session, presenters will share and model strategies for implementing movement-based active learning across content areas.

Cascades Room, Practice Session

Teaching with Compassion: A Foundational Approach to Connecting with Students

Keith Howard, *North Carolina State University*

A crucial, but often overlooked element of teaching, is creating a learning environment that facilitates student belonging, self-confidence, and a belief that the instructor cares about each student. Recent events and shifts to online learning have heightened the stress and anxiety felt by many students, and as a result, understanding the psychosocial and academic needs of students has never been more important. The aim of this discussion is to share ideas about communication practices and teaching methods that will help faculty connect with students, make classroom interactions more meaningful, and create an atmosphere where students know they can achieve success.

Draper's Meadow Room, Practice Session

Developing Systems Thinkers: Strategies for Effective Instructional Design

Hannah Scherer, Carolyn McGraw, Matthew Norris, Dickson Otieno, Kasey Owen, Camilo Alfonso, *Virginia Tech*

Our ability to engage in complex problem solving is limited by the mental models we hold. Systems thinking as a set of "habits of mind" can lead to more accurate mental models of social and

socio-ecological systems, illuminating system characteristics such as elements, interconnections, perspectives, and patterns of behavior over time. How do we as educators plan for supporting systems thinking? Participants will be supported in their ability to design learning experiences that center a systems thinking approach through examples and facilitated small-group discussion. Multiple disciplinary contexts will be addressed, including engineering, education, biology, evaluation, and community development.

Ellett Valley Room, Practice Session

Inclusive Teaching Practices in the Natural and Physical Sciences

Carol Babyak, Maryam Ahmed, *Appalachian State University*

This session will explore evidence-based inclusive teaching strategies that can be implemented in STEM teaching and learning environments. Inclusive teaching strives to ensure that the needs of all students are met through awareness of self and others, promoting an inclusive classroom climate, and regular curricular review. In this conversation, we focus on classroom climate and pedagogical choices that promote sense of belonging, self-efficacy, and engagement. These strategies are applicable to a variety of STEM courses, regardless of level, size, and content. Through our conversations and co-production of knowledge, we intend for participants' experiences to be meaningful and permanent.

Friday, February 11, 2022

Concurrent Session 7: 10:00 am - 10:45 am

Drillfield Room, Practice Session

Structuring, Supporting, and Grading Student Reflection: Lessons from the Literature

Bridget Arend, *Metropolitan State University of Denver*

Reflection is a valuable method for engaging students in deeper learning, especially with active and inquiry-based teaching approaches. The sudden rise of online and hybrid learning has created even more need to make the thinking process visible. Yet student reflection can be messy, subjective, and elicit resistance. How do we best structure and scaffold reflection? What type of feedback is best and how often should we use reflection? And how can we possibly evaluate the reflective process? In this session, we explore the emerging literature about structuring, supporting, and assessing student reflection, discussing both cautions and proposed best practice.

Duckpond Room, Practice Session

Enhancing Multimodal Student Engagement: Authentic Learning Across our Global Network

Alex Fronduto, Lindsay Portnoy, Elizabeth Zulick, *Northeastern University*

This workshop provides faculty with useful and actionable tools to innovatively enhance student learning and inclusion without increasing faculty workload. Faculty presenters share innovative tools for multimodal learner engagement, including resources to "think outside the classroom", authentic and real-world application of assessments to increase learning. Utilizing these approaches ensure faculty provide more inclusive learning experiences and stronger communities to address our diverse student population. Lastly, the workshop will highlight industry collaboration through real-world applications of assessments, utilization of co-op/experiential network opportunities within courses, industry/practitioner panels embedded in coursework, internal/external networking, and enacting applied field research.

Smithfield Room, Research Session

Double Your Creativity Skills in One Hour!

Jane Machin, *Radford University*

Creativity is not a static entity but a skill that can be learned, nurtured and improved. This research examines the potential of the Alternate Uses Task (AUT; Guilford, 1967) to improve divergent thinking. Commonly used to assess creative performance, the potential for the task to improve creative performance is less well understood. In this research, 231 participants were invited to take an online version of the AUT as many times as they wished over the course of 12 weeks. Participants demonstrated improvements on four measures of divergent thinking - response fluency, originality, flexibility, and feasibility - with each successive attempt.

Integrating Support for Faculty as Writers and as Teachers

Monique Dufour, *Virginia Tech*

Jennifer Ahern-Dodson, *Duke University*

In this interactive session, we explore how supporting faculty as writers can also help them to become more effective teachers of writing in their disciplines. Session leaders have facilitated and studied faculty writing retreats for over ten years. After briefly highlighting relevant results from these and other studies, we will guide participants in discovering for themselves how understanding and improving their own writing practices can spark insight into how they teach students how to write. Finally, we suggest how this case exemplifies a promising integrative approach to faculty development, one that leverages connections across faculty roles and responsibilities.

Solitude Room, Practice Session

Authentic Teaching: What It Is and Why/How to Do It!

Hannah Shinault, *Virginia Tech*

Have you ever felt like a fraud in your classroom or felt pressure to chase the latest student engagement fad? This session is for you! Learn what authentic teaching is, how to do it, and why it's beneficial for both you and your students!

Cascades Room, Practice Session

Strategies to Promote Engagement and Learning in Lecture

Bonnie Breenseke, James Powers, *Campbell University*

Although lecture, or large group teaching, is an efficient means of knowledge transfer, it tends to encourage disengagement and passive learning. Students receive information but generally have little incentive or opportunity to utilize the time in lecture to integrate and apply the material. Strategies discussed in this session include getting your bearings, getting students' attention, and getting your students to learn in lecture "while their seats are in the seats". By the end of this session, participants will have acquired strategies to keep a large group engaged and to maximize learning during lecture.

Draper's Meadow Room, Practice Session

Indigenous Education: Pedagogy Supporting Equity, Empowerment, Sustainability, and Community Transformation

Mae Hey, *Virginia Tech*

Transformational Indigenous teaching and learning praxis moves us beyond additive and contributive contemporary educational practices, which cultivate complacency, into a realm of creating real change through stoking the inner fires of our next generation. This model draws upon the wisdom of our ancestors to re-inhabit ways of learning that were designed to support the continuance of our thoughtful co-evolution with our planet. As all people originally carried brains

built for co-evolution with places, this model, although drawing from ancestral Indigenous wisdom, is relevant to all human learning and creates a way for all people to reach unique potentials for contribution.

Ellett Valley Room, Practice Session

“Doing Sociology” Through Collaborative Assessments

Heidi Williams, *Virginia Tech*

My teaching philosophy is to deconstruct social narratives and promote collaborative learning. To achieve this, I rely on two pedagogical practices--facilitating an interactive, discussion-based classroom and collaborative assessments. I design all assessments as partnered exercises--a decision that transformed my teaching. I realized that collaborative work in sociology is "doing" sociology. For this practice session, I justify collaborative assessments and encourage others to adopt this technique. Participants will learn how I teach a concept, allow them to engage in collaborative assessments, report on their results, and reflect on the process of engaging in mutual relationships.

Friday, February 11, 2022

Concurrent Session 8: 11:00 am - 11:45 am

Drillfield Room, Practice Session

Using Fishbowl Discussions to Teach Peer Educators WISE Session Structure

Amber Smith, *Virginia Tech*

Participants in this session will complete a structured fishbowl discussion activity that can be used to train peer educators or other learning assistance professionals on conducting successful sessions according to the WISE model. Participants will learn about the WISE session structure, the benefits and applications of fishbowl discussions, and they will experience the training activity in small groups. Materials will be provided so that participants can conduct this training with their own peer educators.

Duckpond Room, Practice Session

Refugee Simulations as Experiential Learning Opportunities to Improve Empathy

Amy Anderson, *Gonzaga University*

Scott Greenberger, Kelly Maguire, Tara Chavez, Cheryl Martin, *Grand Canyon University*

Experiential learning helps students create knowledge through active participation in lessons. One relevant immersion activity is the refugee simulation, which lets participants "walk in the shoes" of refugees while in their rehoming process. Using this example, presenters will guide participants through the experiential learning model. First, the concrete activity will be explained in a reflective-narrative format. Next, a reflection guide will be presented to create meaning from the activity. Then, participants will learn to analyze new insights and be guided through the application stage. Presentation participants will leave with skills to implement experiential activities, like refugee simulations, in their classrooms.

Smithfield Room, Research Session

The Student Experience Project at Charlotte

Dave Frantzreb, Celeste Lam, John Small, Lisa S. Walker, *University of North Carolina, Charlotte*

The Student Experience Project (SEP) is a collaboration of university leaders, faculty, researchers and national education organizations committed to innovative, research-based practices in the classroom. The SEP project explores how psychological factors influence student success, persistence and degree completion and then, using that knowledge, develop strategies for building more equitable learning environments. Although the specific focus of the SEP Learning Cohort is on reducing equity gaps in gateway STEM courses, in the long run the goal is to find tools and practices that will broadly impact student success.

Relationship of Deep Learning with Student Satisfaction and Employability Skills

Madhu Kapania, *Appalachian State University*

This study explores the relationship of deep approaches of learning (DAL) with the student satisfaction and perceived student employability skills of undergrads in STEM fields. The findings from this study will be useful for the American higher education to re-examine the important function of student employability skills and student satisfaction from their education.

Solitude Room, Practice Session

Panel: In the Trenches: Best Practices for Encouraging Diversity and Inclusion

Mike Ellerbrock, Alma Robinson, Ignacio Moore, Ann Stevens (moderator), *Virginia Tech's Academy of Teaching Excellence*

Mitjans has highlighted the difference between “diversity” and “inclusion” by saying that “Diversity is the ‘what’; inclusion is the ‘how.’”¹ In this session, panelists will discuss some of the strategies that they have employed in the classroom and across departments to facilitate diversity and inclusion. The topics that will be discussed include debunking false metaphors, student-developed first year experience, and best practices for undergraduates and graduate students.

Cascades Room, Practice Session

Creating Virtual Escape Rooms to Engage Students

Denise Wilkinson, Amber Gruszczyk, Kathy Stolley, *Virginia Wesleyan University*

Incorporating modified Escape Rooms into the classroom environment has been shown to improve the student learning experience. However, with the limitations that the pandemic has imposed on in-person learning, engaging students in a physical Escape Classroom has become increasingly difficult. In this session, the presenters will share three adaptive approaches in the design of an Escape Room, all using virtual platforms. These include a virtual "Escape Room" test review, a student-led Escape Room course project, and a virtual library orientation. Session participants can expect to engage in a virtual Escape Room activity.

Draper's Meadow Room, Practice Session

Critical Disciplinary Literacy within Literature Survey Courses

Josh Howell, Olivia Buzzacco, Sarah Brown, *College of the Albemarle*

This practice session will explore how Critical Disciplinary Literacy (CDL) can be embedded in a literature survey course. This session will explore theoretical frameworks of critical disciplinary literacy, literature canons, and critical lenses. This session will also work with faculty teaching English courses to develop their own strategies to incorporate CDL into their existing course models. This session will provide time for faculty members to not only share their own strategies, but to develop new ones.

Ellett Valley Room, Practice Session

A Three-Step Meditation Practice for the University's Post-Pandemic Community

Jacqueline (Jakki) Williams, *North Carolina A&T University*

Empirical studies report an increased level of stress due to Covid 19 amongst the public in general and college students in particular. In response to pandemic stress, college students report that meditation is one activity used to reduce their stress (Wang et. Al 2020). However, meditation can also be perceived as overwhelming, challenging, or unattainable for many people. In this session the "Sura Flow" practice is offered as a simple three step process to harness the benefits of meditation (Kim 2021). The science, practice, and benefits of a three-step meditation practice will be discussed and experienced.

Friday, February 11, 2022

Concurrent Session 9: 1:45 pm - 2:30 pm

Drillfield Room, Practice Session

Effective Teams in Student-Centered Learning

Joyce Easter, *Virginia Wesleyan University*

Students actively involved in the learning process often show increased knowledge acquisition and skill development than passive students. Student-centered learning in its many forms place students at the core of the process typically with collaboration as a key component. As a team, students actively engage and exchange ideas to connect new learning to prior learning and construct new knowledge through authentic learning. Members of effective teams develop positive interdependence and raise their individual accountability while constructing their own knowledge. This session will explore team composition and utilizing roles as strategies for fostering effective teams while modeling a student-centered environment.

Duckpond Room, Practice Session

Student Experience Project: First Week Interventions

Dave Frantzreb, *University of North Carolina at Charlotte*

The Student Experience Project (SEP) is a collaboration of university leaders, faculty, researchers and national education organizations committed to innovative, research-based practices in the classroom across 6 urban serving universities. Over the past two-years, we have expanded interventions across STEM and non-STEM classrooms to remove stereotype threats by attuning faculty messaging that signal a growth mindset and a sense of belonging through a continuous improvement mode. This session will give an overview of research, examples of faculty interventions, and the use of CoPilot-Ascend as the survey tool used in the SEP project at the University of North Carolina at Charlotte.

Smithfield Room, Research Session

Students Use of ratemyprofessors.com to Memorialize Professors Who Have Died

Christopher Seitz, *Appalachian State University*

Muhsin Orsinin, *consultant*

This study explored the characteristics that students memorialize on ratemyprofessors.com regarding professors who have died. In November 2020, ratemyprofessors.com was searched using the terms "RIP" and "passed away," which retrieved 726 comments about 383 professors. During qualitative analysis, four major themes emerged from the data: Pedagogy (students appreciated their professors' teaching abilities), Passion (students were inspired by professors' passion for academic disciplines), Care (students expressed gratitude for professors who were caring), and Happy (students remembered professors who had positive, humorous attitudes). The study's

implications for leaving a lasting legacy in the hearts of students will be discussed during the presentation.

Do Digital Badges Work? Mixed-Methods Evidence from Higher Education

Jeffery Robert, Marc Zaldivar, *Virginia Tech*

Digital badges are virtual representations of accomplishments and skills. Previous research indicates that digital badges may enhance student motivation, incentivize learning, and capture non-traditional learning performance. However, there is very little quantitative and qualitative research specifically targeting student outcomes. Using the first course to fully incorporate a digital badging framework at Virginia Tech, the research team evaluated student perceptions and outcomes associated with digital badging. After this research session, participants will be more knowledgeable of a new digital technology framework and have evidence of its effectiveness for undergraduate student learning.

Solitude Room, Practice Session

Instructional Strategies for Engaging Students Through Diverse Modalities

Anna Kambach, Donna Fortune Fogelsong, Nancy Bradley, *Virginia Tech*

Participants will interact with multiple instructional tools and strategies for engaging students in person, online, or in a hybrid setting. Participation will include using digital tools such as Jamboard, Canva, Flipgrid, Kahoot, and Flipsnack. Strategies will include methods for engaging in small groups with students, such as breakout rooms, interactive discussion boards, and flipped learning. Participants are encouraged to bring a device to this practice session.

Cascades Room, Practice Session

The Secret to More Enjoyable Grading

Sarah Marrs, *Virginia Commonwealth University*

This practice session will demonstrate the magic of using Kaltura Capture to give class-wide, detailed feedback on student assignments. Participants should brace themselves for a statistics refresher that will demonstrate the power of using this tool for grading. Not only does it allow us to give better and more feedback to the entire class but it doubles as a way to reinforce concepts we cover in the classroom. Bonus points: grading takes far less time and it, dare I say, enjoyable! We will close with sharing the student perspective and then engage in open discussion.

Draper's Meadow Room, Practice Session

Flooring Leadership Education with the F-Words: Followership and Feedback

Lori Throupe, Lacey Grey Hunter, Lawson Herold, Anna Lynn Thornsberry, *Christopher Newport University*

The swirl of recent forces impacting the globe and leadership education have amplified the necessity for practical application and skill-development for engagers of leadership. Though

literature on the domain of leadership skill development remains scarce, scarcer still is research on followership skill development. Yet there is evident promise in integrating methods for follower-leader skill development through training, practice, and feedback. This practice session focuses on an experiential/demonstrated integration of three resources for such development: Hurwitz and Hurwitz' (2015) Generative Partnership Model, the use of Radical Candor (TM) as a feedback mechanism, and the Collegiate Leadership Competition (CLC) practice field.

Ellett Valley Room, Practice Session

Perspectives on Using Data for Teaching in the Social Sciences

Kayla McNabb, *Virginia Tech*

Melanie Gainey, Emma Slayton, *Carnegie Mellon University*

Gayle Schaub, Samantha Minnis, *Grand Valley State University*

Wendy Mann, *George Mason University*

Samantha Guss, *University of Richmond*

Through an Ithaka S+R project, twenty universities investigated how instructors teach with data in the social sciences. These researchers interviewed instructors from the social sciences and related areas, with the goal of revealing not only their practice for working with data in the classroom, but also factors that influence their and their students' ability to meet challenges as they arise. This conversation will bring together members from five participating universities to discuss their findings and to start a discussion about how libraries, various types of campus support, and academic departments can impact the future of data literacy education.

Friday, February 11, 2022

Concurrent Session 10: 2:45 pm - 3:30 pm

Drillfield Room, Practice Session

Cross-Institutional Interdisciplinary Initiative to Reduce Equity Gaps through Transparent Design

Breana Bayraktar, *Northern Virginia Community College*

Heather Keith, *Radford University*

Kim Case, *Virginia Commonwealth University*

Jodi Fisler, *State Council for Higher Education*

This presentation shares the creation and outcomes of a cross-institutional state-wide educational development initiative and applied research project. The overarching goal of the initiative was to engage faculty in the work of addressing racial disparities in student success. Impacts included strengthened cross-institutional collaboration, development of a model for institution-wide change, and support for individual instructors' efforts to increase inclusivity and address inequities in their courses. Presenters will engage participants in applying lessons learned to their specific contexts, with an eye towards impacting institution-level as well as individual-level practice.

Duckpond Room, Practice Session

Maintaining Course Quality, Integrity, and Rigor Between Multiple Modalities

Jessica Julak, *University at Buffalo*

Michael Forder, *Virginia Commonwealth University*

Colleges and universities, welcoming students back to campus for in-person learning, are challenged to continue offering online and hybrid course alternatives launched in response to the pandemic. Instructors now offering in-person and online sections must ensure that sections remain aligned while respecting the differences in the modalities. This interactive practice session will discuss questions that instructors might consider when designing and teaching in-person and online courses to ensure curriculum alignment. Participants will engage in class discussion around practical considerations for alignment between course types. Activities and resources will be provided for faculty to workshop their own courses.

Smithfield Room, Practice Session

Using Flipgrid to Enhance 4 Areas of Instruction

Stacia Miller, Christina J. McIntyre, Suzanne Lindt, *Midwestern State University*

Technology has the power to motivate and engage students and holds limitless possibilities for instructional uses in the classroom. An online video response platform, Flipgrid, can be used in online or face to face classes for icebreakers, mini-presentations, reflections, text responses, collaboration, video discussions, and assessments and can be structured to assist students in developing important critical thinking skills, applying concepts, and deepening their understanding

of concepts. This interactive practice session will familiarize participants with the Flipgrid platform, explain research using Flipgrid, and model strategies for the college classroom. Attendees will also sample Flipgrid using one of the instructional strategies

Solitude Room, Practice Session

Engaging Students from the Start: Implementing Meaningful Warm-Up Activities

Hannah Jardine, *American University*

Marissa Stewart, *Catholic University of America*

Are you looking for ways to boost student participation and deepen student learning during your class sessions? Use the opening minutes of class to engage students in meaningful learning from the start. Join us to discuss the various reasons why beginning class with a warm-up activity supports student learning. This session will provide you with a variety of ideas for effective warm-up activities and provide you with the space and guidance to start developing a warm-up that you can implement in your course.

Cascades Room, Practice Session

What Makes a Whole-Class Discussion a Good Discussion?

Todd Dinkelman, *University of Georgia*

Discussion seems to hold a special place among methods of teaching in higher education. Imagine "teaching action photos" that populate college and university promotional materials and websites. Perhaps an image comes to mind of a small seminar, participants sitting in the round, bright and interested in exploring some big idea by talking together. This facilitated discussion will explore the "practical theories" of instructors who teach through discussion. What makes a discussion a good discussion? How do you know a good discussion when you see one? What standards do we hold for powerful discussion and where did these come from?

Draper's Meadow Room, Practice Session

Engaging Students in Critical Thinking with First-Person Writing

Laura Waldrep, *North Carolina State University*

The goal of this session is to discuss best practices for incorporating first-person writing assignments into the college classroom, focusing particularly on ways to engage students with critical thinking through the use of their personal experiences. First, we will examine how narrative, reflective writing has become more widely accepted in formal, academic texts. Next, attendees will reflect on approaches to including first-person prompts in their courses, for both low-stakes tasks as well as high-stakes assessments. Then, we will share resources and ideas to develop specific practical strategies that can be easily integrated into our course designs.

Ellett Valley Room, Practice Session

Superstudio: An Approach For Developing Transdisciplinary, Problem-Focused, Thematic Courses

Stephanie Lewis, Anne-Lise Velez, Najla Mouchrek, Ralph Hall, Zackary Underwood, Daron Williams,
Virginia Tech

The presenters will briefly describe their peer-reviewed course development framework for a four-credit, thematic, studio-like course for topic-based sections offered in parallel. Each section requires students to investigate an instructor-defined area of inquiry, and apply their learning through a learner-developed group project that fits within an established common theme for the different sections. This workshop would be beneficial for instructors and faculty interested in approaches to developing transdisciplinary courses, or approaches to team/collaborative teaching. Participants will engage in a thought exercise to practice the presented approach and develop a hypothetical transdisciplinary course as a basis for future course development.

Friday, February 11, 2022

Concurrent Session 11: 3:45 pm - 4:30 pm

Drillfield Room, Practice Session

Enhancing Engagement in the Flipped Classroom

Caleb Adams, *Radford University*

Classrooms of all education levels have increasingly utilized the flipped classroom model. One challenge to improve student experiences instructors face is creating a variety of interesting and engaging activities. When activities are structured and parallel to the course content, the flipped classroom can benefit students greatly. Although activities can be designed to dig deeper into the content, how receptive are students to investigations that go beyond the base content delivered? As subject matter difficulty increases, some students may prefer lecture elements during class meetings. During this conversation participants will discuss approaches utilized to improve student engagement in the flipped classroom.

Smithfield Room, Practice Session

Mindfulness Pedagogy: Making Space For Difficult Conversations With Visualization Exercises

Courtney Ross, *Virginia Tech*

Alan Forrest, *Radford University*

From uprisings against police brutality, sites of humanitarian crises to a global pandemic, what pedagogical tools help students focus their attention and explore the challenges people face? The gravity of such knowledge can impact a student's emotions and also challenge their interests, passions, and capacity to learn. How instructors begin or transition into difficult conversations can inspire feelings of hopefulness and empowerment. By shaping the process and content of learning, mindfulness pedagogy assists in quieting the mind by inviting students to slow down and engage deeply. Attendees will participate in and learn how to integrate these pedagogies into their classrooms.

Solitude Room, Practice Session

Fuel Student Engagement With Slow-Motion Debates

Josh DeSantis, *York College of Pennsylvania*

Looking to maintain the high levels of engagement associated with debates in online and asynchronous classes? Slow-Motion Debates could provide an answer. This session will present an approach to deploy technology to reproduce the debate experience for students. Attendees will also learn the results of an exploration of a study exploring the impacts of this approach among graduate education students.

Cascades Room, Practice Session

Don't Get Trapped Inside: Time To Think Outside the Box (A Course Design Approach)

Erin Berman, *Arizona State University*

Jason Tyler, *MyOpticDays*

You have been handed your course- now what? Many institutions use a "course in a box" model as a way to streamline, but this does not have to mean that personalization and authenticity are dead. The Community of Inquiry model (Garrison et al., 2000) provides a framework for creating instructor to learner connections and this session will engage participants in discussion to highlight best practices to create a personalized experience amid streamlined content.

Draper's Meadow Room, Practice Session

Visualizing Universal Design For Learning in the Higher Education Classroom

Randy Laist, Nicole Brewer, *Goodwin University*

Dana Sheehan, *Anna Maria College*

The pedagogical approach known as Universal Design for Learning aligns effectively with the values of higher education in its emphasis on catering to a diverse population of students, teaching students to be reflective thinkers and master learners, and embracing innovative techniques and technologies. This roundtable discussion seeks to foster conversations about how UDL-based principles can help to break down departmental silos, to encourage faculty dialogue, and to affirm a consistent institutional teaching philosophy.

Ellett Valley Room, Practice Session

Immersive Virtual Learning Experience Design and Implementation: Grinnell Glacier Example

Dianna Gielstra, *Prescott College*

Lynn Moorma, *Mount Royal University*

Nicole Cerveney, *Mesa Community College*

Place-based education uses those natural and cultural attributes found in the landscape to explore the environment and provide greater geographical context to learners that help them understand how the physical environment changes over time. Methods for identifying and collecting on-ground instructional assets are explored to build geographical context in the classroom by migrating real world experiences into Virtual Learning Experiences (VLEs) using GeoEPIC, a free Virtual Reality (VR) digital learning platform. The authors use the example of Grinnell Glacier, Glacier National Park, Montana to explore site scientific value and best practices for data collection as a tutorial of the platform.

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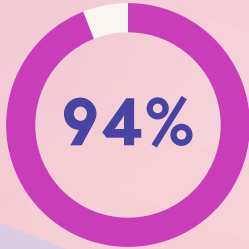
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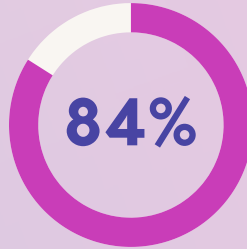
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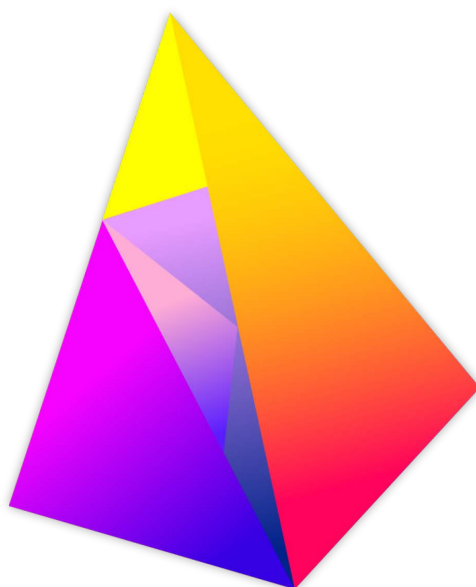
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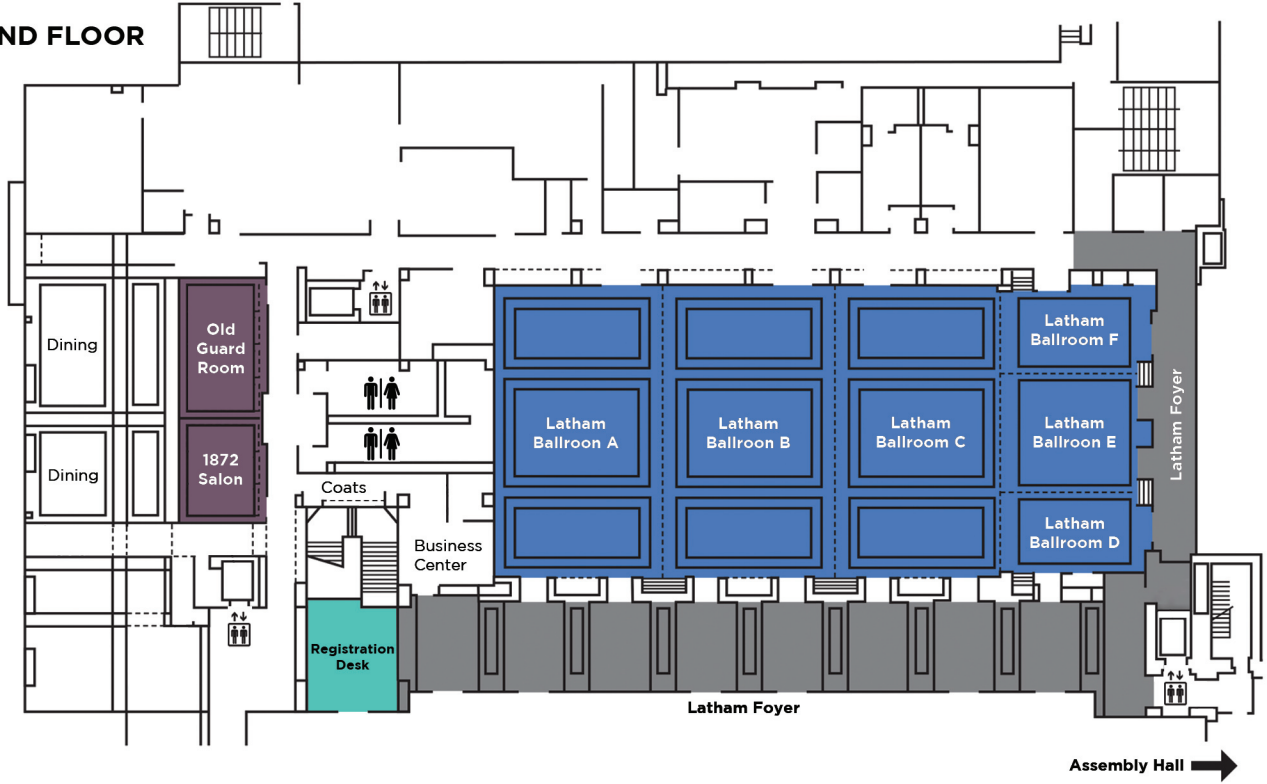


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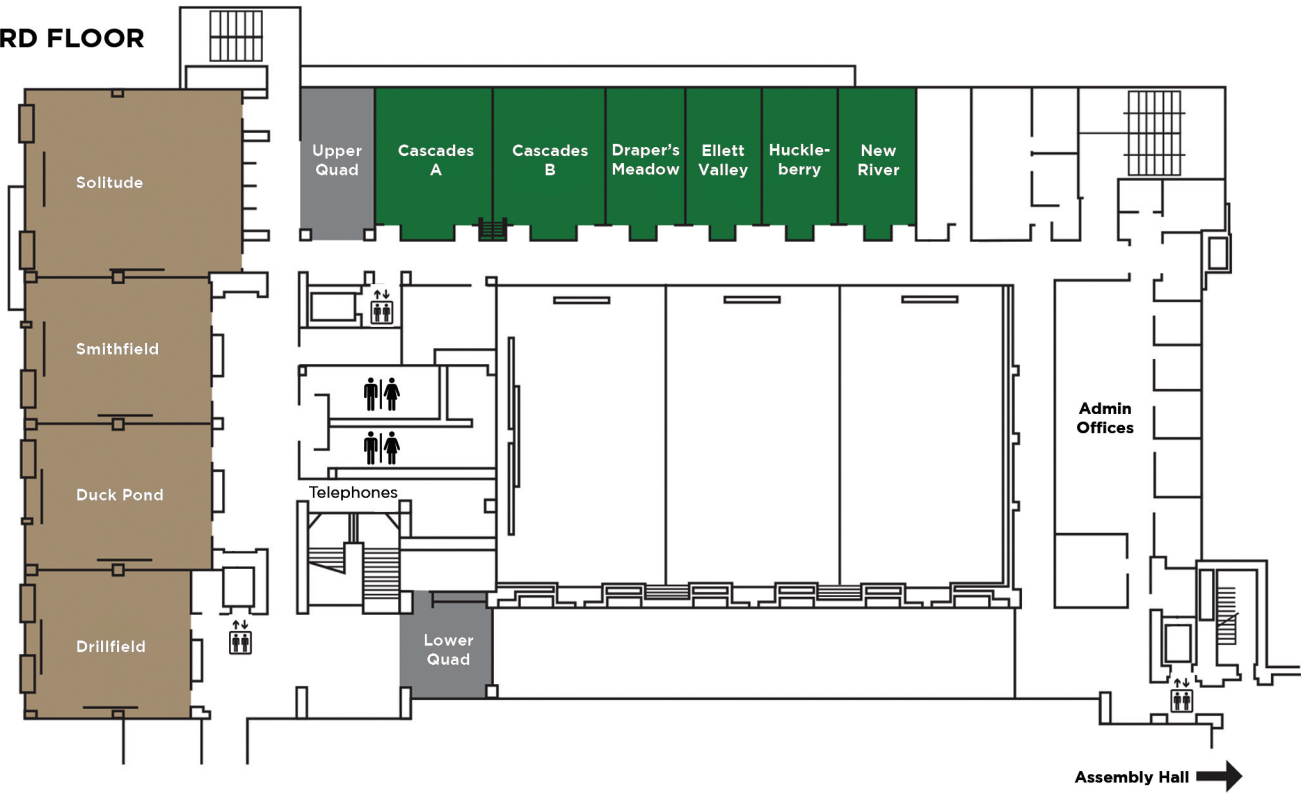


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