

2
13TH ANNUAL

CONFERENCE ON HIGHER EDUCATION PEDAGOGY™

3-5 FEB 2021

2
1

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TEACHING AND LEARNING

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Conference on Higher Education Pedagogy

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13th Annual
**Conference on
Higher Education Pedagogy**

February 3 – 5, 2021

Held virtually via
Zoom and Canvas

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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. chep.teaching.vt.edu

For 2021, CHEP will be held online via Canvas and Zoom.

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

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, while allowing for interaction with and among session participants.

Conversation sessions are designed to provide a time and space for participants to discuss instructional issues within higher education teaching and learning. Each discussion session will begin with no more than a 10-minute presentation to contextualize the topic, followed by active participant discussion.

Poster sessions allow for the discussion of scholarly research and/or practice addressing teaching and learning in higher education with conference participants in an informal scholarly environment.

Program Updates

Program updates, if any, will be sent by Canvas announcement

Certificates of Attendance

Certificates of Attendance are available by request.

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Thank you for your value of and commitment to
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Conference on Higher Education Pedagogy
Pre-Conference Workshops
Wednesday, February 3, 2021
2:00-5:00 pm

Workshop 1

Simulating Face to Face Classes in an Online Setting

Stephanie Dashiell

Professor of English and Academic Coordinator of Developmental English
Prince George's Community College

Workshop 2

Navigating Difficult Moments in Teaching Diversity and Social Justice

Kim Case

Director of Faculty Success and the Center for Teaching and Learning Excellence
Virginia Commonwealth University

Mary Kite

Professor of Social Psychology
Ball State University

Workshop 3

Ours is Not a Caravan of Despair: Trauma-Informed Teaching for Restorative Justice

Mays Imad

Professor of Pathophysiology and Biomedical Ethics
Pima Community College

Workshop 4

Taking an Idea from Good to Great: Making Change Happen

Julia Williams

Professor of English
Rose-Hulman Institute of Technology

Workshop 1: Simulating Face to Face Classes in an Online Setting

Stephanie Dashiell

Workshop Description

This pre-conference workshop focuses on all four aspects of the conference's theme: engaging students, difficult moments, trauma informed teaching, and making change happen. This is an interactive workshop that will allow participants to virtually engage in the discussion by logging in using an extra device (i.e. cell phone, tablet, etc.). Participants should be ready to visit joinpd.com from a second device in order to respond and engage in real time discussion about best practices that allow instructors to bring a face to face feeling to online classes. This information is helpful for face to face, hybrid, remote, and online instructors. Several tools will be introduced such as real-time class discussions using tools like Padlet.com, simulated games/activities for your courses, and mental/emotional/academic skill activities for students.

Workshop 2: Navigating Difficult Moments in Teaching Diversity and Social Justice

Kim Case and Mary Kite

Workshop Description

A white student yells at a Latinx student and runs out of the classroom. A student tells the lesbian guest speaker she is going to hell. For faculty teaching social justice topics, tense and challenging moments in the classroom are both expected and shocking. Our own pedagogical isolation and potential embarrassment often prevent open discussions about these moments. Pedagogical humility allows us to support each other by bringing these difficult situations into the teaching commons for critical analysis and problem-solving. As educators infusing equity and social justice into the curriculum, what actions can we take to acknowledge our own struggles with these moments, critically reflect on intersectional and contextual variables, and break the cycle of pedagogical isolation? We will discuss specific powerful questions to ask ourselves in these moments as well as strategies for centering student learning.

Workshop 3: Ours is Not a Caravan of Despair: Trauma-Informed Teaching for Restorative Justice

Mays Imad

Workshop Description

In this session we will consider the neuroscience of toxic stress and its impact on learning. We will examine the principles and practical examples of trauma-informed approaches, whether it's in the classroom or at the institution. Finally, we will reflect on the connections between trauma-informed teaching and restorative justice.

Workshop 4: Taking an Idea from Good to Great: Making Change Happen

Julia Williams

Workshop Description

Instructional innovation begins in classrooms with dedicated and creative faculty. But, once an idea takes shape and proves to be successful in a classroom, the challenge of program-level change can be daunting. In this workshop, faculty will learn how to have their ideas heard, understood, and adopted by others. Dr. Julia Williams will introduce attendees to a series of research-based change maker tools, tools that help faculty describe their project persuasively, identify potential advocates, and make their project sustainable going forward. This will be a hands-on workshop so join us for real work that can move your project forward!

Opening Keynote Address

Thursday, February 4, 2021

8:30 – 9:45 a.m.

Socrates, the Unexamined Life, and the Post-Truth Era

Mays Imad

Professor of Pathophysiology and Biomedical Ethics, Pima Community College; Fellow, Gardner Institute

Nearly every major global issue—from ameliorating climate change and extinction of species; to securing adequate access to food, water and healthcare; to predicting and preventing pandemics and discovering new therapeutics, and even mitigating inequality and racism—will require complex, creative, and sophisticated solutions. To effectively tackle such multifaceted problems, students must be equipped with the skills to evaluate claims and logical arguments posed by themselves and others.

Despite a push in higher education to improve students' critical thinking skills, research shows that students still largely have poor critical reasoning skills. The problem is widespread. The World Economic Forum listed online misinformation as one of the top ten global trends threatening the world. In this session, we will consider the current research and practical implications surrounding undergraduate critical thinking skills. We will interrogate various solutions toward highly-trained graduates to evaluate and synthesize information, and collaborate to create solutions that are well-reasoned, innovative and interdisciplinary.



Mays Imad is a neuroscientist and professor of pathophysiology and biomedical ethics at Pima Community College, the founding coordinator of the Teaching and Learning Center, and a Gardner Institute Fellow. Dr. Imad's current research focuses on stress, self-awareness, advocacy, and classroom community, and how these relate to cognition, metacognition, and, ultimately, student learning and success.

Closing Keynote Address

Friday, February 5, 2021

8:30 – 9:45 a.m.

“What About Us?”: Taking Care of Ourselves so We Can Take Care of Others

Stephanie Dashiell

Professor of English and Academic Coordinator of Developmental English, Prince George’s Community College

Whether we're in the midst of a pandemic or normal times, teachers often sacrifice everything for their students and institutions. Now more than ever, it is important to put ourselves first so we can then give our students and institutions our best selves. The question is how can we take care of ourselves during a pandemic? This address will cover practical tips for taking care of ourselves at home and in the office.




Stephanie Dashiell is an English professor and Academic Coordinator of Developmental English at Prince George’s Community College (PGCC) in Largo, Maryland. After earning her bachelor’s degree in English from Howard University, she entered the public school system as a high school English teacher in 2007. She received her Master of Arts in Teaching from University of Maryland University College and a graduate certificate from George Washington University. She is currently completing her doctoral degree at Sam Houston State University. She has taught a variety of student demographics, but underprivileged and international students are her specialty. She began teaching at PGCC in 2013, and she quickly fell in love with teaching on the collegiate level.

13th Annual Conference on Higher Education Pedagogy



Wednesday, February 3, 2021

| Time | Event/Location | | | |
|-----------------------------|---|---|--|--|
| PRE-CONFERENCE WORKSHOPS | | | | |
| 2:00 p.m. - 5:00 p.m. | <i>Simulating Face to Face Classes in an Online Setting</i> Stephanie Dashiell | <i>Navigating Difficult Moments in Teaching Diversity and Social Justice</i> Kim Case Mary Kite | <i>Ours is Not a Caravan of Despair: Trauma-Informed Teaching for Restorative Justice</i> Mays Imad | <i>Taking an Idea from Good to Great: Making Change Happen</i> Julia Williams |
| 3:00 p.m. | Thursday's poster session modules open in Canvas for previewing. | | | |



Thursday, February 4, 2021

| Time | Event/Location | | | | | | | |
|---|--|---|---|--|---|---|--|--|
| 8:30 a.m. - 9:45 a.m. | Welcome: | | Kimberly Filer Director, Center for Excellence in Teaching and Learning; Associate Provost for Teaching and Learning, Virginia Tech | | | | | |
| | Opening Keynote Speaker: | | Mays Imad Professor of Pathophysiology and Biomedical Ethics, Pima Community College; Fellow, Gardner Institute | | | | | |
| | Opening Keynote Address: | | <i>Socrates, the Unexamined Life, and the Post-Truth Era</i> | | | | | |
| CONCURRENT SESSIONS | | | | | | | | |
| | Cascades | Drillfield | Duckpond | Ellett Valley | Huckleberry | New River | Solitude | Kritik |
| 10:00 a.m. - 10:45 a.m. Concurrent Session 1 | PRACTICE <i>Reclaiming Our Voices: Fighting Depersonalization in Online Teaching with Podcasts</i> Clifford Stumme | PRACTICE <i>TALL Order Teaching: Developing Critical Consciousness in Teaching and Learning</i> Laura Pipe Jennifer Stephens | PRACTICE <i>Indigenous Education; Pedagogy Supporting Equity, Empowerment, Sustainability, and Community Transformation</i> Mae Hey | PRACTICE <i>International Teaching Collaborations: Diversifying Content and Instruction In-Person and Online</i> Vanessa Diaz Julie Dunsmore Maria von Salisch | CONVERSATION <i>Bringing Student Learning Experience into Informal Evaluations</i> Alicia Johnson Xiaoyan Ma | CONVERSATION <i>A Conversation on Teaching Students to Think Critically</i> Shawn Bielicki Alexandra Barnett | RESEARCH <i>GeoEPIC Platform: Experiential Learning Delivered with Virtual Reality During COVID-19</i> Dianna Gielstra Dawna Cerney Lynn Moorman Niccole Cerveney | SPONSOR Please visit our Gold Sponsor, Kritik, to learn how Kritik is being used to replace exams and other traditional assessments.  Kritik <small>Accurate & Calibrated Peer-grading</small> |
| | | | | | | | RESEARCH <i>Comparing Student Engagement Across Online, Hybrid and Face-to-Face Courses</i> Jennifer Brielmaier Ying-Ying Kuo | |

13th Annual Conference on Higher Education Pedagogy

| | Cascades | Drillfield | Duckpond | Ellett Valley | Huckleberry | New River | Solitude | Kritik |
|---|---|--|---|---|--|---|---|--|
| 11:00 a.m. - 11:45 a.m. Concurrent Session 2 | PRACTICE <i>Improving the Online Learning Experience for Non-Traditional Learners</i> Kim Becnel Robin Moeller | PRACTICE <i>Enhancing Intercultural Communication Skills Online</i> Meghmala Tarafdar | PRACTICE <i>My Corona: The Opportunities of Teaching in a Post-Pandemic World</i> Robert Turner Scott Turner Matthew Turner | CONVERSATION <i>Mindfulness and the Role of Contemplative Pedagogy</i> Renee Hosang-Alleyne Joshua Howell | CONVERSATION <i>Faculty/Librarian Collaboration to Improve Transferable Skills Across the Curriculum</i> Sherry Matis Kellie Holzer Rebecca Hooker Joyce Howell | CONVERSATION <i>Using Course-Based Undergraduate Research Experiences in the Classroom</i> Joseph Wirgau Margaret Pate | RESEARCH <i>Spotlighting Learning Analytics: An Improvement Tool for Online Engineering Courses</i> Paige West RESEARCH <i>Researching Calculus Success Through Mathematical and STEM Supports at Appstate</i> John Sevier Joseph Boyette Katherine Mawhinney Katrina Palmer Gregory Rhoads Natasha Puckett Eric Marland | SPONSOR Please visit our Gold Sponsor, Kritik, to learn how Kritik is being used to replace exams and other traditional assessments.  Kritik <small>Accurate & Calibrated Peer-grading</small> |
| 12:00 p.m. - 1:30 p.m. | Poster Session 1 | | | | | | | |
| 1:45 p.m. - 2:30 p.m. Concurrent Session 3 | PRACTICE <i>Dynamic Learning Environments: Enhancing learning with Instructional Technologies</i> Morris Thomas Angela Bullock | PRACTICE <i>Building Inclusive Teaching Practices on a Universal Design Framework</i> Sheryl Burgstahler | PRACTICE <i>Engaging Students in Courses Through Motivation Science</i> Brett Jones Abigail Snook Asta Schram | PRACTICE <i>Road Map: Effective Student Navigation to Improve Satisfaction and Outcomes</i> Katherine Wilford | PRACTICE <i>A Problem-Based Service-Learning Approach to Instructional Design</i> Mingyu Li Ghadah Almutairy Rebecca Clark-Stallkamp Ginny Clark Zhenhuan (Henry) Yang Alicia Johnson | CONVERSATION <i>“Zoomed Out”: The Exhaustion of Teaching Online</i> Lorie Kramer Karen Stylianides | RESEARCH <i>Learning Experiences of Minority Women in a STEM Mentoring Training</i> Amanda Rockinson-Szapkiw Jackie Gishbaugher Teresa Theiling RESEARCH <i>Do New Faculty Mentoring Programs Have Merit?</i> Shawn Bielicki Alexandra Barnett | SPONSOR Please visit our Gold Sponsor, Kritik, to learn how Kritik is being used to replace exams and other traditional assessments.  Kritik <small>Accurate & Calibrated Peer-grading</small> |

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|-----------------------------|--|---|--|--|---|---|--|--|
| 2:45 p.m. - 3:30 p.m. | PRACTICE | PRACTICE | PRACTICE | PRACTICE | PRACTICE | CONVERSATION | RESEARCH | SPONSOR |
| Concurrent Session 4 | <i>In the Trenches: Best Practices for Online Teaching</i> Virginia Tech Academy of Teaching Excellence | <i>Trauma-Informed Approach (TIA) in Higher Education</i> Elizabeth Lane | <i>One Size Does NOT Fit All: Promoting Equity Through Differentiation</i> Cliff Chestnutt Andrea Smith | <i>OER Pursuit</i> Brooke Hoffman | <i>Moving High-Touch, Interactive Interprofessional Education Online</i> Alicia Williams Amy Johnson Caroline Abercrombie Brian Cross | <i>Integrating Ethics and Science Education</i> Kristin Phillips Philip Olson | <i>Bridging Cultural Divides in Higher Education Through Pedagogy</i> Crystal Rodriguez Brandi Rima | Please visit our Gold Sponsor, Kritik, to learn how Kritik is being used to replace exams and other traditional assessments.  Kritik Accurate & Calibrated Peer-grading |
| 3:00 p.m. | Friday's poster session modules open in Canvas for previewing. | | | | | | | |
| 3:45 p.m. - 4:30 p.m. | PRACTICE | PRACTICE | PRACTICE | PRACTICE | CONVERSATION | CONVERSATION | RESEARCH | PRACTICE |
| Concurrent Session 5. | <i>Software Tools for Detecting Exam Plagiarism</i> Edward Gehringer | <i>Designing Digital Escape Rooms to Increase Engagement, Application, and Diversity</i> Meg Emori | <i>How Universal Design Learning Permeates the Goodwin Nursing Department</i> Robin Young-Cournoyer Elizabeth Hurlbert | <i>Braving the Group Project: Incorporating Group Projects in Online Instruction</i> Brandi Quesenberry Dorothy Conner Laura Purcell Zack Sowder | <i>Life History as Assignment: Discovering Intersectional Identities</i> Suchitra Samanta | <i>(How) Is High-Quality Constructivist Teaching in Large Online Courses Possible?</i> Nancy Knapp | <i>Instructional Video Object-Based Learning in a Flipped Construction Management Classroom</i> Andrew Barnes | <i>Engaging Students and Saving Time with Calibrated Peer-Grading and Group-Work</i> Eli Samarasinghe David Wang Laura Reid |
| | | | | | | | RESEARCH | |
| | | | | | | | <i>Starting to Flex: Initial Instructor Experiences with HyFlex Course Design</i> Benjamin Harley Danette Long Tony Mangialetti |  Kritik Accurate & Calibrated Peer-grading |


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Poster Session 1 - Thursday, February 4, 2021



1. *"Love Liberally": Loving, Learning, and Creating Campus Engagement*
Denise Wilkinson, Kathy Stolley, Amber Gruszeczka
2. *A Virtual Immersive Lab Experience for Health Professions Students*
Katherine Wilford
3. *An Interactive System for Teaching Problem Solving in Engineering Mechanics*
Arinjoy Basak, Clifford A. Shaffer, Nicole Pitterson, Jacob Grohs, Todd Shuba, David A. Dillard, Sneha Davison, Will Fox
4. *Assessment Strategy for Design Projects*
Elham Morshedzadeh, Akshay Sharma, Bethany Bodo, Akshay Sharma, Page Carolyn Cross
5. *Attitudes Towards Using Technology Among College Students Who Study ESL*
Monerah Alduwairej
6. *Business Information Literacy: Collaborative Instructor-Librarian Interactive Data Guide Tool*
Priscilla McGreevy, Matthew Shelley
7. *Changing from Traditional to Flipped to Blended to Online*
Sara Lenhart
8. *Competency-Based Online Faculty Development to Improve APA Style Grading*
Peggy Rosario
9. *Cultivating Professional Development in Real Estate Students: A Mindful Intervention*
Erin Hopkins
10. *Delayed Enrollment in General Chemistry Recitations*
Patricia Amateis, Amanda Morris
11. *Developing Supplemental Instructional Videos for Traditional Construction Management Learning Materials*
Andrew Barnes
12. *Distance Learning Shouldn't Distance Learning: Reaching Students Through Collaborative Grading*
Andrew Howard
13. *Effective Strategies for Conducting Online Labs and Skills Checks*
Megan Edwards Collins, Chinno Ingram, Sanchala Sen
14. *Engage the Unengaged with Gamification and Disguise Learning as Fun!*
Michael Holik
15. *HH-DORC: Acronym for Hybrid, Hyflex, Distance, Online, Remote, Correspondence Learning*
Antoinette Petrazzi Woods
16. *Increasing Rigor and Engaged Reading by Implementing Online Literature Circles*
Chessica Cave
17. *Online Continuing Professional Development (CPD) for EFL Language Teachers*
Kamla Al Amri
18. *Overcoming Systemic Medical School Application Barriers to Encourage Class Diversity*
Daniel Pan, Toby Zhu
19. *Peer Mentors in Animal and Poultry Sciences First-Year Experience*
Alexa Johnson, Sarah Pak, Nada Tamim
20. *Podcasts and Career Exploration in Online Learning*
Mary Beth Pinto, Kristen McAuley
21. *Pressure Valves: Political Advocacy and Mental Health in the Classroom*
Joseph Mack
22. *Reflections of Instructing Future Professional Athletes from the College Classroom*
Brandon Chicotsky
23. *Students Teaching and Learning History Through Asynchronous Activities*
Sophia Abbot, Kelly Schrum, D. Chase Catalano
24. *Switching a CURE Course to Virtual Amid a Global Pandemic*
Alexa von Dohlen
25. *The Impact of Social-Emotional Learning on Self-Efficacy in Undergraduate Research*
Tiffanie Turner-Henderson
26. *The Pedagogy of Podcasting: Pedagogical, Curricular, and Assessment Choices*
Ailton Coleman, Kirsten Mlodnyia, Elaine Kaye
27. *The Value of Reflective Practice Among Graduate and Undergraduate Students*
Annemarie Rosciano, Frances Cherkis, Patricia Moran, Barbara Brathwaite, Justin Waryold
28. *Unlocking the Power of Creativity: Improving Success Through Multimodal Design*
Christian Aguiar, Peter Ufland, Peter Plourde
29. *Using Service-Learning to Teach Undergraduate Students About Health Program Planning*
Yu-Fu Chen, Lisa Hiley, Jennifer Leigh
30. *Using Smartphones for Foley Catheter Validation*
Amy Yarbrough, Susie Jonassen, Kala Crobarger, Holly Dever
31. *Values of Education*
Meaghan Dee, Kelly Walters, Anne Berry, Penina Laker, Rebecca Tegtmeyer
32. *Videobook in Relation to Traditional Textbooks: The New Model*
Bashar Malkawi
33. *Working in Multi-Disciplinary Teams in a Construction Science Program*
George Ford, Saeed Rokooei

13th Annual Conference on Higher Education Pedagogy


Friday, February 5, 2021

| Time | Event/Location | | | | | | | | |
|---|---|---|--|---|---|--|---|--|--|
| 8:30 a.m. - 9:45 a.m. | Welcome: | | Kimberly Filer Director, Center for Excellence in Teaching and Learning; Associate Provost for Teaching and Learning, Virginia Tech | | | | | | |
| | Opening Keynote Speaker: | | Stephanie Dashiell Professor of English and Academic Coordinator of Developmental English, Prince George's Community College | | | | | | |
| | Opening Keynote Address: | | "What About Us?": <i>Taking Care of Ourselves so We Can Take Care of Others</i> | | | | | | |
| CONCURRENT SESSIONS | | | | | | | | | |
| | Cascades | Drillfield | Duckpond | Ellett Valley | Huckleberry | New River | Solitude | Kritik | |
| 10:00 a.m. - 10:45 a.m. Concurrent Session 6 | PRACTICE <i>Accessibility Champions Use Ally</i> Martina Svyantek | PRACTICE <i>Designing Transdisciplinarity: Logistics and Strategies for Co-Teaching Higher-Order Collaboration</i> Anne-Lise Velez Stephanie Lewis Ralph Hall Joanie Banks-Hunt Daron Williams Zack Underwood Amy Showalter | PRACTICE <i>Best Practices in the Construction of Multiple-Choice Questions</i> Brian Hill | PRACTICE <i>Instructor-Led Podcasting as a Supplementary Instructional Tool for Leadership Education</i> Austin Council | PRACTICE <i>Addressing Justice Issues in Unexpected Classrooms</i> Kimberly Carlson Eli C.S. Jamison Michelle Seref Joseph Simpson Nicole Jones Young | CONVERSATION <i>Conversation: Flipping in the Era of COVID</i> Caleb Adams | RESEARCH <i>Reflection-Based Connections in "Signature" Assignments: Integrative Learning Data from UM-Flint</i> Stephanie Roach Jennifer Alvey Kazuko Hiramatsu Rajib Ganguly Tracy Wacker | SPONSOR Please visit our Gold Sponsor, Kritik, to learn how Kritik is being used to replace exams and other traditional assessments.  Kritik <small>Accurate & Calibrated Peer-grading</small> | |
| | | | | | | | RESEARCH <i>The Kalief Browder Project: Embracing Interdisciplinary Pedagogy in Higher Education</i> Brandi Rima Crystal Rodriguez | | |

13th Annual Conference on Higher Education Pedagogy

| | Cascades | Drillfield | Duckpond | Ellett Valley | Huckleberry | New River | Solitude | Kritik |
|---|---|--|--|--|--|---|--|--|
| 11:00 a.m. - 11:45 a.m. Concurrent Session 7 | PRACTICE <i>Supporting Online Learners' Autonomy and Self-Regulation with Digital Technologies</i> Dawn Hathaway Hong Wang PRACTICE | PRACTICE <i>Promoting Conscientious Discourse in Distance Pedagogy: Pivoting ThoughtSwap Post-COVID</i> Chandani Shrestha Deborah G. Tatar Whitney Bortz Aakash Gautam Michael Stewart | PRACTICE <i>Improving Students' Digital Literacy Using Readiness Assessment Activities</i> Brian Hunter Sheri Barksdale | PRACTICE <i>Energize Facilitation to Increase Online Learner Engagement in Complex Topics</i> Rachel Mack Renata Carneiro | CONVERSATION <i>Upping Your Game: Finding Open-Access Teaching and Learning Resources</i> Astrid Mel Mary Stenson Jessica Kutz Katherine Clark Jennifer Caputo Samantha Johnson | CONVERSATION <i>How Can We Bring Diversity into the College Classroom?</i> Laura Waldrep | RESEARCH <i>College Student Views (via ratemyprofessors.com) of Teaching Methods During COVID-19</i> Christopher Seitz Muhsin Michael Orsini RESEARCH <i>Faculty Responses to Student Plagiarism and Detection Software</i> Sarah McCorkle | SPONSOR Please visit our Gold Sponsor, Kritik, to learn how Kritik is being used to replace exams and other traditional assessments.  Kritik <small>Accurate & Calibrated Peer-grading</small> |
| 12:00 p.m. - 1:30 p.m. | Poster Session 2 | | | | | | | |
| 1:45 p.m. - 2:30 p.m. Concurrent Session 8 | PRACTICE <i>Designing a Study-Abroad Program for Business Students</i> Andrew Ross | PRACTICE <i>Integrating Physical Activity in the College Classroom: Strategies for Implementation</i> Stacia Miller Suzanne Lindt Hildi Nicksic | PRACTICE <i>Sometimes, the Film is Better: Adaptation, Teaching, and COVID-19</i> Marc Napolitano | PRACTICE <i>Pedagogy of Teamwork: What Students Expect When Collaborating in College</i> Laura Vernon | CONVERSATION <i>Exploring Social Justice Pedagogy in Conventional Classrooms</i> Eli C.S. Jamison Kimberly Carlson Christian Matheis | CONVERSATION <i>Bend the Asynchronous Rules by Blending Online and On-Demand Instruction</i> Kelly Robinson Jessica Thompson Josh Clemons Nicholas Robbins | RESEARCH <i>Lessons Learned during the Transition to Online Learning</i> Angela Anderson Heather Cox Renee Eaton Nicolin Girmes-Grieco Deborah Good Danny Jaskowak Michelle Rockwell SPONSOR <i>Engaging Students and Saving Time with Calibrated Peer-Grading and Group-Work</i> David Liptrot | SPONSOR Please visit our Gold Sponsor, Kritik, to learn how Kritik is being used to replace exams and other traditional assessments.  Kritik <small>Accurate & Calibrated Peer-grading</small> |

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|---|---|--|--|---|---|--|--|---|
| 2:45 p.m. - 3:30 p.m. Concurrent Session 9 | PRACTICE <i>Online and Blended Learning Planning Matrices</i> Mary Slade Patricia Westerman | PRACTICE <i>Relational Imagination: Deepening Student Learning Through the Power of Relationships</i> Andrew Kaufman | PRACTICE <i>Universal Design for Learning during the time of COVID-19</i> Lisa Wisniewski John Kania | PRACTICE <i>Strategies for Integrating Service Learning Outcomes with Course Curriculum</i> Jordan Wilson Pete Ziegler Hannah Scherer | PRACTICE <i>Using Behavior Analytic Principles to Enhance On-Campus and Online Instruction</i> Rachel Potter | CONVERSATION <i>Affective and Reflective Learning Outcomes: Making the Invisible Visible</i> Liz Thompson Nicole Wilson | CONVERSATION <i>“There is No Hierarchy of Oppressions”: Teaching for Solidarity</i> Daisy Breneman | SPONSOR Please visit our Gold Sponsor, Kritik, to learn how Kritik is being used to replace exams and other traditional assessments. |
| 3:45 p.m. - 4:30 p.m. Concurrent Session 10 | PRACTICE <i>Navigating Crossroads of Power, Language, and Culture in Team Teaching</i> Nichole Nunoo Jama Coartney Tracy Rutherford | PRACTICE <i>Preparing Diverse Undergraduate Students for Careers in Digital Media Production</i> Jeff Spoonhower | PRACTICE <i>Using Affective Assessments to Redesign Courses that Motivate Students</i> Meghan Byrnes Brett Jones Harold McKenzie | PRACTICE <i>Writing Matters: Re-envisioning the Writing Center Through a Postcolonial/Pedagogical Lens</i> Tina Matuchniak | PRACTICE <i>Empowering Students and Improving Learning Through Midterm Student Feedback</i> Peter Ufland Christian Aguiar Andrew Howard | CONVERSATION <i>In the Field: Effective Experiential Learning with Client Partners</i> Jane Machin Gary Schirr Maneesh Thakkar | CONVERSATION <i>Hybrid Learning: What I Discovered Before A Global Pandemic</i> Kathleen Carper |  Kritik <small>Accurate & Calibrated Peer-grading</small> |

13th Annual Conference on Higher Education Pedagogy

Poster Session 2 - Friday, February 5, 2021

1. *87 Days: Build Courses Online Using a 50-Point Rubric*
Antoinette Petrazzi Woods
2. *Academic Women Online During COVID: Greater Expectations, Identities, Mental Health*
Diana Rios, Mary Helen Milham, Karin Haberin, Graciela Quinones-Rodriguez
3. *Adapting Modified Experiential Learning Activities in the Time of COVID-19*
Joshua Mott, Zachary Shea, Ozzie Abaye
4. *Adaptive Leadership for Teaching: Applying Theory to Practice*
Jerald Walz
5. *Alternatives to Recorded Lectures in Online Courses*
Miguel (Miko) Nino, Terry Locklear
6. *Collaborating to Build, Adapt, and Evaluate Open Educational Resources (OER)*
Anita Walz, John "Morgan" Russell, Kindred Grey
7. *Composition, Digital Literacies, and Instructional Design: Creating Open Resources Together*
Kayla McNabb, Katlyn Griffin, Julia Feerrar, Tim Becker, Chloe Robertson, Olayemi Awotayo, Marc Zaldivar, Lisa Becksford
8. *Content Strategy Best Practices for Student-Centered Online Course Design*
Amber Nicole Pfannenstiel, Skyler Gibbon
9. *Creating Scaffolding for Novice Instructional Designers*
Xuqing Wang, Alicia Johnson
10. *Creation of Learner Personas for a Biomedical Data Science*
Daniel Chen, Anne Brown
11. *Designing and Using an Active Learning Workbook in Calculus 1*
Katherine Bowe
12. *Embedding Information Literacy into Community-Based Research Projects Throughout the Curriculum*
Julia Waity, Jennifer Vanderminden, Stephanie Crowe
13. *Enhancing Student Engagement in Online Discussions*
Caleb Adams
14. *Examining the Educational Needs of Marginalized Women in Senegalese Agriculture*
Ousmane Kane, Donna Westfall-Rudd
15. *Faculty Development Related to Teaching: A Benchmark Survey*
Mariah Rudd
16. *Faculty Training for Online Course Conversion at Delaware State University*
Joseph Fees, Alexa Silver, Tina Petrovic
17. *Final Portfolio as an Assessment Tool in a Mathematics Course*
Karin Saoub
18. *Gamifying an Online Graduate Course Using Classcraft: Design and Results*
Nancy Knapp
19. *Graduate Student Stories Through Podcasting*
West Bowers
20. *Half-Semester Split: What the Pandemic Showed Us About Student Behavior*
Doris Kincade, Jung Eun Lee, Eonyou Shin
21. *How Summer Hyflex Training Impacted Fall Teaching and Learning*
Aimee Hollander, Alex Lishinski
22. *Implementation of Peer Mentorship Program Amidst Pandemic at VMCM*
Casey Leslie, Jacquelyn Pelzer
23. *Instructional Development in Higher Education for Online Courses in Engineering*
Rebecca Clark-Stallkamp, Natasha Watts, Paige West, Jeffrey Phillips
24. *Instructor Presence Impact on Learner Engagement in Online Learning*
Kizito Mukuni, Douglas Asante, Khalifa Alshaya
25. *Leveraging the Honors College to Practice Learner-Centered Pedagogy*
Jama Coartney, Amelia Schmidt, Nicole Nunoo
26. *Perspective on the Impact of Undergraduate Research Experiences*
Samantha Doncaster, Joe Wirgau, Maggie Pate
27. *Race and Equity in Higher Education: The Role of HBCUS*
Jada Brooks
28. *Service or Community Based Learning in Clinical Education*
Joyce Carnevale, Laura Van Vertloo
29. *Students' Right to Their Own Languages in Their Graded Writing*
Hannah Franz, Michelle Grue
30. *Summer GRAs Improve Pedagogical Practices: A Case Study*
Daniel Jaskowak, Katelyn Barker, Angela Anderson, Heather Cox
31. *Sustainability and Empowerment Through Nature-Centered Pedagogy*
Mae Hey
32. *Teach Like a Streamer: Using Streaming Techniques to Increase Engagement*
Brendan Kern
33. *The Challenges of Blended Learning in Time of COVID-19 Pandemic*
Maha Alfaleh
34. *The Pedagogy of Corequisite Calculus at Appstate*
Katherine Mawhinney, Katrina Palmer, Natasha Puckett, Gregory Rhoads, John Sevier, Joseph Boyette
35. *Tips for Designing an Inclusive Online Course*
Sheryl Burgstahler
36. *Virtual Shared Didactics: Meeting Training Needs for Geographically-Distanced Residency Programs*
Alicia Williams, Glenda Stockwell

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Concurrent Session 1

10:00 am – 10:45 am

Reclaiming Our Voices: Fighting Depersonalization in Online Teaching with Podcasts

Clifford Stumme, *Liberty University*

[Cascades Room, Practice Session]

Instructor burnout caused by lessened human connection is an increasingly common side effect of asynchronous online teaching, but with technology-based problems come technology-based solutions. In this session, attendees will learn how the presenter integrated podcasts into his asynchronous course; how students reacted and engaged; and how to create “minimum viable” podcasts for online classes including best practices for length, topic, and interaction. Throughout, attendees will discuss personal experiences with educational podcasts, ways to integrate podcasts, and potential implications of podcasts for combatting burnout in online instructors.

TALL Order Teaching: Developing Critical Consciousness in Teaching and Learning

Laura Pipe, Jennifer Stephens, *University of North Carolina - Greensboro*

[Drillfield Room, Practice Session]

In today’s socio-political climate, a justice-forward approach would ask that educators blend equity pedagogy, culturally-responsive pedagogy, and experiential approaches into the learning environment. In this session, attendees will explore the TALLS (Toward a Liberated Learning Spirit) Model for Developing Critical Consciousness. TALLS blends Martin Luther King, Jr.’s Six Steps of Nonviolent Social Change with the sustained wisdom of indigenous learning practices, cultural wealth frameworks, and traditionally-considered equity approaches. Through a series of transferable activities and guided reflection, participants will seek to push the understanding of intellectual curiosity to one of curiosity for change.

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

Mae Hey, *Virginia Tech*

[Duckpond Room, Practice Session]

Transformational Indigenous 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.

International Teaching Collaborations: Diversifying Content and Instruction In-Person and Online

Vanessa Diaz, *Virginia Tech*; Julie Dunsmore, *University of Houston*; Maria von Salisch, *Leuphana Universität Lüneburg*

[Ellett Valley Room, Practice Session]

This practice session will focus on an international collaboration we developed to diversify our course content (Diversity/Inclusive Pedagogy). In addition to diversifying content, this approach can also diversify the mode of instruction (Instructional Strategies/Design), and it is a great fit for both online and in-person

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education (Online/Distance Education). Because of all of these contributions we recommend this approach for instructors in any discipline that would benefit from a diversity of perspectives on their subject matter.

Bringing Student Learning Experience into Informal Evaluations

Alicia Johnson, Xiaoyan Ma, *Virginia Tech*

[Huckleberry Room, Conversation Session]

As a result of the spring 2020 semester move to Emergency Remote Teaching due to the COVID-19 pandemic, one of the ways we chose to evaluate the semester was through informally inviting students to share their learning experiences. We hoped to learn what did and didn't "work" to inform our fall 2020 course designs. This informal "evaluation" was helpful in determining instructional strategies for not only the fall semester, but for any future online course designs. We will invite discussion on how informal evaluations can be helpful in guiding the decisions for future course design.

A Conversation on Teaching Students to Think Critically

Shawn Bielicki, Alexandra Barnett, *Liberty University*

[New River Room, Conversation Session]

Critical thinking is the process of finding what pre-conceived notions exist, examining and contemplating content through various lenses, and formulating opinions that can be reflected upon (Brookfield, 2012). Educators recognize the value of critical thinking and generally agree that it should be taught; but how so remains less congruent. Should it be a required course or infused across the curriculum? Can it be developed? If so, which tactics or strategies work? This round table takes a deeper look into critical thinking, discusses applications and methodologies, and provides participants with a platform to share their experiences.

GeoEPIC Platform: Experiential Learning Delivered with Virtual Reality During COVID-19

Dianna Gielstra, *Prescott College*; Dawna Cerney, *Youngstown State University*; Lynn Moorman, *Mount Royal University*; Niccole Cerveny, *Mesa Community College*

[Solitude Room, Research Session]

As field-based experiences and study abroad programs for the K-16 classroom are unavailable during the COVID-19 pandemic, open education resource opportunities for the classroom may bridge the consequential lack of experiential learning. Development of a Virtual Reality (VR) learning platform and associated inquiry-based learning teaching tools can help fill this void by creating a more immersive experience under these learning conditions during the pandemic. The presentation highlights an example virtual reality learning platform we developed to bring field geography experiences to the learner.

Comparing Student Engagement Across Online, Hybrid and Face-to-Face Courses

Jennifer Brielmaier, Ying-Ying Kuo, *George Mason University*

[Solitude Room, Research Session]

Online and hybrid courses are becoming increasingly common as students seek more flexible learning opportunities. There is little research comparing students' learning experiences across the different course formats. This study aimed to compare outcomes in a 300-level undergraduate neuroscience course offered in online, hybrid, and face-to-face formats. A total of 205 students were enrolled in two online sections, two face-to-face sections, and two hybrid sections offered between Fall 2018 and Spring 2020. Results suggest that the hybrid format may offer the "best of both worlds". Some instructional interventions aimed at enhancing learning and engagement will be shared.

Concurrent Session 2

11:00 am – 11:45 am

Improving the Online Learning Experience for Non-Traditional Learners

Kim Becnel, Robin Moeller, *Appalachian State University*

[Cascades Room, Practice Session]

In this session, the presenters will first synthesize current research describing the attributes and needs of non-traditional, online learners, a population that is rapidly expanding. This will be followed by three interactive segments on purposeful course design, relationship building, and creating effective assignments. Participants will walk away with ideas and strategies for transforming their courses into online experiences that engage, motivate, and retain the non-traditional students enrolled in their online programs.

Enhancing Intercultural Communication Skills Online

Meghmala Tarafdar, *City University of New York*

[Drillfield Room, Practice Session]

Differences in communication patterns have an impact on the academic performance of culturally and linguistically diverse student population. A growing body of literature supports the importance of faculty-student and student-student interaction as crucial factors for greater academic success. Presenter will discuss seven communication styles that can pose some challenges in student learning and collaboration. Participants will engage in interactive activities for enhancing intercultural communication skills by exploring dynamic, hybrid communication strategies based on specific settings and interaction goals. Through a greater intercultural awareness in the virtual learning environment, participants will recognize the efficacy of one's own communication pattern.

My Corona: The Opportunities of Teaching in a Post-Pandemic World

Robert Turner, *University of South Dakota*; Scott Turner, *University of Wisconsin – Stout*; Matthew Turner, *Radford University*

[Duckpond Room, Practice Session]

Although the global pandemic has disrupted education in unprecedented ways it also provides great opportunities. People have lamented the loss of quality instruction and inability to connect with students. However, we now have a body of students and faculty who have a whole new arsenal of tools that allow them to connect in a variety of ways. The newly acquired skills make flipped classrooms easier and more understandable. We have discovered and practiced more flexible approaches to things like virtual office hours. In this session, participants will assess new skills, technology, opportunities and strategize how to take advantage of them.

Mindfulness and the Role of Contemplative Pedagogy

Renee Hosang-Alleyne, *Tidewater Community College*; Joshua Howell, *College of The Albemarle*

[Ellett Valley Room, Conversation Session]

This concurrent session will identify the role of mindfulness and contemplative pedagogy for faculty members. Mindfulness and contemplative pedagogy can assist an individual in raising their own self-awareness, and this holistic method can help curb the stressors that an individual may face in an overstimulated society. The concurrent session will map respective theoretical foundations, potential

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activities for both students and faculty members, and provide a brainstorm session for faculty to develop their own mindfulness and contemplative pedagogical practices.

Faculty/Librarian Collaboration to Improve Transferable Skills Across the Curriculum

Sherry Matis, Kellie Holzer, Rebecca Hooker, Joyce Howell, *Virginia Wesleyan University*

[Huckleberry Room, Conversation Session]

A roundtable discussion on the topic of collaborations between instructors and librarians aimed at helping students develop essential academic skills, particularly information literacy, across the disciplines. After seeing first semester first-year students struggle with some seminar assignments, the Humanities liaison librarian met with faculty members, centering conversations around non-disciplinary vs. disciplinary approaches to critical thinking/research. Lower level seminars focused on the evaluation of sources/information. Using the idea of “threshold concepts” from Meyer and Land (2003) and Wiggins and McTighe’s model of backward design (2005), librarians began to think about developing and aligning scaffolded learning outcomes for all seminars.

Using Course-Based Undergraduate Research Experiences in the Classroom

Joseph Wirgau, Margaret Pate, *Radford University*

[New River Room, Conversation Session]

During this facilitated conversation, we will provide individuals with a place to discuss the value and strategy of implementing course-based undergraduate research experiences (CUREs). We welcome individuals that range from adept at developing and using CUREs to those interested in learning about the practice. CUREs have been shown to not only raise retention and graduation rates, but to do so in a more inclusive and equitable manner than through traditional mentored research. We welcome participants from all disciplines to join us in sharing thoughts, experiences, and ideas on how to best deliver and expand CUREs on our campuses.

Spotlighting Learning Analytics: An Improvement Tool for Online Engineering Courses

Paige West, *Virginia Tech*

[Solitude Room, Research Session]

This research study explored learning analytics as an improvement tool in an online construction management course. Throughout the study, the students worked through the course material, and the learning analytics collected interaction data. Additionally, to understand the students’ perception of the online content, they were given surveys at critical time intervals. Through analyzing the collected data, the researchers ascertained student activity data and their perceptions in the course. Overall, from the research study, instructors can use learning analytics to improve their online courses and meet students’ needs through adjusting their engagement and feedback in real-time.

Researching Calculus Success Through Mathematical and STEM Supports at Appstate

John Sevier, Joseph Boyette, Katherine Mawhinney, Katrina Palmer, Gregory Rhoads, Natasha Puckett, Eric Marland, *Appalachian State University*

[Solitude Room, Research Session]

The Department of Mathematical Sciences at Appalachian State University has been engaged in support courses for students in the STEM mathematics pathway for over two years. The Department now offers corequisite support courses for students taking precalculus, differential calculus, and integral calculus, along with a fallback course option for students struggling in differential calculus. This research session will share initial data results based upon student survey responses enrolled in the corequisite courses, implications of data collection, adjustments made, and future goals and progression of study.

Poster Session 1

12:00 pm – 1:30 pm

"Love Liberally": Loving, Learning, and Creating Campus Engagement

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

What's love got to do with it? When the "it" in this age-old question refers to a love of engaged learning, Virginia Wesleyan University faculty answer with a campus-wide symposium that explores love as it relates to the liberal arts. Scheduled annually in February during Valentine's week, faculty open their classrooms to the wider community for special lectures, workshops, and presentations that explore the concept of love through their own disciplinary lens. After more than a decade, this symposium series has become a university tradition that creates a unique opportunity for exploration of scholarly passions and engaged learning.

A Virtual Immersive Lab Experience for Health Professions Students

Katherine Wilford, *University of St. Augustine for Health Sciences*

COVID-19 has flipped higher education on its head. Due to restrictions on in-person gatherings, many universities have made the transition to virtual teaching. Faculty are now struggling to transfer face-to-face activities to this new setting. The struggle is most noticeable with laboratory courses. Historically performed face-to-face, clinical simulation is an innovative pedagogy that can exist in the virtual environment. This poster will describe an immersive virtual lab experience wherein doctor of physical therapy students executed a virtual telehealth session. By providing a comprehensive description, attendees will be able to replicate this activity in a variety of health profession courses.

An Interactive System for Teaching Problem Solving in Engineering Mechanics

Arinjoy Basak, Clifford A. Shaffer, Nicole Pitterson, Jacob Grohs, Todd Shuba, David A. Dillard, Sneha Davison, Will Fox, *Virginia Tech*

We constructed the prototype for an interactive exercise system to improve learning in engineering mechanics undergraduate courses. These exercises provide an interactive exploratory environment for students to build systems of equations and solve mechanics problems. Since the exercises are developed using the OpenDSA eTextbook framework, we are able to track student use of the system at the click-stream level. We report our progress on the exercises themselves, design choices made, and support for instructors in terms of understanding students' problem-solving activities. We also discuss our findings from evaluations of the system as used by students in a live course setting.

Assessment Strategy for Design Projects

Elham Morshedzadeh, Akshay Sharma, Bethany Bodo, Akshay Sharma, Page Carolyn Cross, *Virginia Tech*

Industrial Design studios are inherently project-based, experiential-learning courses and therefore can be difficult to assess using traditional methods to measure student learning outcomes (SLO). In this study, Industrial Design faculty at Virginia Tech, in collaboration with the Office of Analytics and Institutional Effectiveness, designed a new process for evaluating the effectiveness of the program's teaching strategies, which involve students, faculty, administrators, and outside collaborators in a controlled and designed event. Using the current SLO evaluation methods as a foundation, a tailored assessment process for the senior capstone design course was developed by considering the impact of various factors involved.

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Attitudes Towards Using Technology Among College Students Who Study ESL

Monerah Alduwairej, *Virginia Tech*

In my proposed presentation, I will present how the effect of technology in the ESL classroom as a research subject with a discussion and show the result. This is an important topic in this period with COVID-19 is proven technology is part of the teaching technique through the show the result of the mixed method of how college students who learn English as a second language prefer to improve their English skills through multiple tools. Additionally, I will present the resulting graphic by explaining their response to the survey and open-ended questions.

Business Information Literacy: Collaborative Instructor-Librarian Interactive Data Guide Tool

Priscilla McGreevy, Matthew Shelley, *Christopher Newport University*

Business students become familiar with the research tools and key databases available to Business and Marketing majors and business minors by defining, locating, selecting and interpreting information through a comprehensive, integrated data guide tool in LibGuide. Students gain important information literacy and critical thinking skills applying appropriate database tools to validate their group's business or marketing plan rationale in simulating real-world business and marketing plans required in industry. Student teams complete a template located in the data guide tool to submit as a group assignment for a grade. Over 573 students have gained a more robust understanding of business through an innovative interactive instructional design with current technology.

Changing from Traditional to Flipped to Blended to Online

Sara Lenhart, *Christopher Newport University*

Math 120, Saga of Mathematics, has taken many forms over the past years. It started as a traditional, face-to-face course, and is currently a synchronous, online course. There were many reasons to change to the course format, which lead to many difficulties. This presentation will include reasons for changing formats, information on how the different formats worked, and the difficulties of designing and implementing the new formats, along with information on Top Hat and how it is used.

Competency-Based Online Faculty Development to Improve APA Style Grading

Peggy Rosario, *Gwynedd Mercy University*

The purpose of this action research study was to determine the impact that a competency-based online asynchronous training had on faculty APA knowledge and grading in a small, private liberal arts college. A convenience sample of 10 faculty was selected to participate in the training, which took place over four weeks. Participants took pretests for seven modules and reviewed instructional content and re-tested whenever 80% competence was not achieved on a pre-test or post-test. This research showed that an online asynchronous competency-based training is a helpful tool to build faculty competence in grading APA in student work.

Cultivating Professional Development in Real Estate Students: A Mindful Intervention

Erin Hopkins, *Virginia Tech*

The term professional development is ubiquitous throughout the real estate industry. Familiar components such as networking, interviewing, and mentorship are typically included as part of professional development skill building and focus heavily on interpersonal skills. Less familiar and more limited attention has been placed on intrapersonal skills as part of professional development in the real estate industry. To address this gap in interpersonal and intrapersonal skill building in the real estate industry, a

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mindfulness intervention was implemented in an undergraduate Professional Development in Real Estate course. Student evaluations from this intervention will be presented and discussed.

Delayed Enrollment in General Chemistry Recitations

Patricia Amateis, Amanda Morris, *Virginia Tech*

In the Chemistry Department at Virginia Tech, we have used small group recitations with our large, lecture-style General Chemistry classes to provide a community for students and one-on-one instructor-student interactions. We have delayed enrollment in some recitation sections until after the first exam. Students whose exam scores indicate a need for extra help are offered enrollment in the recitation for the remainder of the semester. We will discuss the activities utilized in the recitation and the results from the Fall 2018 and 2019 semesters.

Developing Supplemental Instructional Videos for Traditional Construction Management Learning Materials

Andrew Barnes, *The University of the District of Columbia-Community College*

This poster synthesizes a theory-based collection of best practices for instructional video design from reputable, scholarly sources. It documents the application of these guidelines in a Construction Management case-study course administered in the Spring Semester of 2020 at Virginia Tech. The poster lists the necessary software, equipment, and resources needed for practitioners to create their own instructional videos. Additional guidance is provided concerning the preproduction, production, and post-production stages of instructional video design and development.

Distance Learning Shouldn't Distance Learning: Reaching Students Through Collaborative Grading

Andrew Howard, *University of Georgia*

Students and faculty alike are engaging in distance learning for what may be the first time, and faculty should take this into account when designing class outreach. By utilizing an outcome-focused activity such as collaborative grading (the one-on-one conference), faculty can create a human presence in the online environment to bridge the gap between traditional and distance learning.

Effective Strategies for Conducting Online Labs and Skills Checks

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

Teaching labs to the future occupational therapy practitioners using an online format can be challenging. "Effective Strategies for Conducting Online Labs and Skills Checks" will provide useful strategies and tips for effectively teaching online labs and conducting online skills checks. The three presenters will share their experiences of teaching labs to first year and second year occupational therapy students in five different classes. This will include lessons they have learned along the way, resources they have utilized, and feedback they have received from students. Participants will also be given the opportunity to share their experiences and brainstorm together.

Engage the Unengaged With Gamification and Disguise Learning as Fun!

Michael Holik, *West Chester University*

Gamification turns boring learning environments into fun, active learning. Many educators are constantly on the hunt for teaching strategies that will enhance the learning experience for all students. Educators know their classrooms are made up of students with multiple learning style preferences, so finding teaching strategies that appeal to all can be a challenge. Gamification is a strategy that appeals to auditory, kinesthetic, and visual learners. Studies show students enjoy gamification lessons mixed into traditional

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learning styles to keep things fresh. The gaming activities in this presentation have been tested and evaluated with groups of students ranging from 12 – 123.

HH-DORC: Acronym for Hybrid, Hyflex, Distance, Online, Remote, Correspondence Learning

Antoinette Petrazzi Woods, *Mount Aloysius College*

The HH-DORC Acronymic Model poster presentation aims to elucidate the model created by Dr. Antoinette Petrazzi Woods to benefit those in higher education to make sense and meaning of the diverse distance education terms, standards, and practices. Specifically, HH-DORC: Acronym for Hybrid, Hyflex, Distance, Online, Remote, Correspondence Learning provides those in higher education with a simplistic method of identifying and distinguishing some of the foundational constructs and pedagogies involved in distance learning. Because the extant scholarly literature is inconsistent in defining distance learning pedagogies, explication of the HH-DORC Acronymic Model is a germane scholarly contribution.

Increasing Rigor and Engaged Reading by Implementing Online Literature Circles

Chessica Cave, *Lincoln Memorial University*

One prominent challenge education professors face in the collegiate classroom is the reduction of face-to-face time. During this presentation, you will learn how to implement online literature circles and discuss how it increases critical thinking, collaboration, personal connections, differentiation, exposure to different genres, accountability, and feedback.

Online Continuing Professional Development (CPD) for EFL Language Teachers

Kamla Al Amri, *Virginia Tech*

The present paper aims to investigate the issue of sustaining and continuing online professional development (PD) for English as foreign language (EFL) teachers. To achieve this goal and for data aggregation, the researcher will employ an explanatory research design by devising online questionnaire as well as conducting interviews with willing participants at the researcher's workplace to examine the teachers' PD practices, attitudes, needs and challenges regarding this new online platform of delivery.

Overcoming Systemic Medical School Application Barriers to Encourage Class Diversity

Daniel Pan, Toby Zhu, *University of Pittsburgh*

The medical school application process can be very cost prohibitive, convoluted to navigate, and greatly disadvantages less privileged prospective students. We reached out to students within Pittsburgh, and by partnering with the Student National Medical Association, we provided our services to underrepresented students in their pipeline program, Minority Association of Premedical Students, who are based in the West Virginia, Pennsylvania, and Delaware area. With 65 medical student volunteers, we are able to provide applicants with mock interviews and in-depth feedback on all of their essays.

Peer Mentors in Animal and Poultry Sciences First-Year Experience

Alexa Johnson, Sarah Pak, *Virginia Tech*; Nada Tamim, *University of Georgia*

An assessment of the role of peer mentors in the Animal and Poultry Sciences First Year Experience class. Topics include a brief history, course format and delivery, and student feedback with future recommendations.

Podcasts and Career Exploration in Online Learning

Mary Beth Pinto, Kristen McAuley, *Pennsylvania State University*

This paper reports on an exploratory study examining the use of podcasts in online learning for exploring majors and career opportunities. Podcasts were included in an online Principles of Marketing course at a university in the northeastern part of the USA. Fifty-eight students were enrolled across two sections. Students were required to view all podcasts and write a reflection paper on two podcasts of their choice. At the end of the course, there was a voluntary feedback survey on the PODcast Series, forty-four students responded. Results were positive, with podcasts seen as a valuable tool for exploring majors and options.

Pressure Valves: Political Advocacy and Mental Health in the Classroom

Joseph Mack, *University of Virginia*

In today's contentious political climate, instructors walk a fine line between encouraging political discussion and being political advocates. What happens when an instructor crosses that line? The impact on the instructor's pedagogy, and the mental health of students, needs to be explored and discussed.

Reflections of Instructing Future Professional Athletes from the College Classroom

Brandon Chicotsky, *Texas Christian University*

While instructing elite athletes who were widely considered bound for professional leagues, Dr. Brandon Chicotsky engaged the Athletic Director's office to provide lesson plans and merit-based academic mentorship opportunities for student-athletes. Study groups were also designated. This presentation will dive into the stories and strategies employed to help build strong academic athletes and offer strategies to ensure student-athletes are protected and guided toward exemplary performance on merit-based outcomes. Dr. Chicotsky will share how he coped with external pressures of national sports media and identified specific methodologies to succeed for all stakeholders while upholding academic and professional integrity.

Students Teaching and Learning History Through Asynchronous Activities

Sophia Abbot, Kelly Schrum, *George Mason University*; D. Chase Catalano, *Virginia Tech*

The history of higher education is a core course for higher education programs, but students typically do not come to this course with a background in history. At Virginia Tech and George Mason University, we asked graduate students in fall 2020 history of higher education courses to create asynchronous online learning activities centered on primary sources. We share the impact of this assignment on students' development of historical thinking and engagement in online learning.

Switching a CURE Course to Virtual Amid a Global Pandemic

Alexa von Dohlen, *Johnson C. Smith University*

Course-based undergraduate research experiences (CURE) provide students with authentic research experiences in the framework of an undergraduate course. CUREs benefit students by engaging undergraduates in scientific inquiry and the process of science. The Parasitology Research course, a CURE offered at Johnson C. Smith University, was forced to move to a virtual platform in spring 2020 due to the global coronavirus pandemic. The course shifted from a hands-on research skill focus to helping students develop flexibility and analytical skills that all scientists require. Transitioning the CURE to a remote learning environment and its unexpected relevance to the pandemic will be discussed.

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The Impact of Social-Emotional Learning on Self-Efficacy in Undergraduate Research

Tiffanie Turner-Henderson, *Johnson C. Smith University*

Previous studies have examined the relationship of self-efficacy, academic motivation, and social-emotional learning on college students. However, few studies have specifically examined these variables on undergraduate business administration students matriculating at Historically Black Colleges & Universities (HBCUs). Using the theoretical frameworks of social cognitive theory and resiliency theory, this case study will use a mixed method design to understand the impact of social-emotional instructional practices on students' self-efficacy in undergraduate business research courses.

The Pedagogy of Podcasting: Pedagogical, Curricular, and Assessment Choices

Ailton Coleman, Kirsten Mlodynia, Elaine Kaye, *James Madison University*

Sparking students' interest in course material is hard work but not impossible. In this session we explore what is possible by covering how incorporating podcasting into your class can help you increase student participation, foster honest student dialogue, create student-directed projects and form a more equitable classroom. You will learn how to use podcasting as: primary source material for instruction instead of or in conjunction with textbooks; supplemental source material of classroom lectures; student projects; and assessment tools. Come ready to learn and brainstorm how podcasting will work in your course; leave with a new skill in your pedagogical toolbox!

The Value of Reflective Practice Among Graduate and Undergraduate Students

Annemarie Rosciano, Patricia Moran, Barbara Brathwaite, Justin Waryold, *Stony Brook University School of Nursing*; Frances Cherkis, *Farmingdale State University*

Students can be empowered through reflective practice to articulate and build nursing knowledge. A common connection is needed across all types of curricula at many different levels to support reflective practice as an instructional methodology to shape and heighten both the didactic and the clinical learning process. The concept of reflection is critical for nurse educators to consider when developing curriculum. The findings of this research support the significance of using reflective practice to achieve didactic and clinical learning outcomes, improve decision making, and encourage the use of critical thinking skills among registered nurses (RNs) and nurse practitioner (NP) students.

Unlocking the Power of Creativity: Improving Success Through Multimodal Design

Christian Aguiar, Peter Ufland, Peter Plourde, *University of the District of Columbia Community College*

This poster considers effective ways to use multimodal assignment sequences to engage diverse learners, make learning more dynamic, and engage learners in metacognitive reflection on learning. The presentation will model the approaches in question through a multimodal format.

Using Service-Learning to Teach Undergraduate Students About Health Program Planning

Yu-Fu Chen, Lisa Hiley, Jennifer Leigh, *Nazareth College*

Service-learning can enhance students' learning experience and address community needs. This poster session will describe our collaboration with Special Olympics (SO) to integrate service-learning into an undergraduate capstone course on public health program planning. Students designed interventions to help SO athletes improve their health and performance. As COVID-19 disrupted in-person events, however, students adjusted creatively to implement and evaluate their interventions through virtual service-learning. We will describe the impact of service-learning on students' learning outcomes and how our findings map to the existing literature on service-learning in public health. We will share lessons learned that are COVID and non-COVID related.

Using Smartphones for Foley Catheter Validation

Amy Yarbrough, Susie Jonassen, Kala Crobarger, Holly Dever, *University of West Georgia*

Nurse educators are challenged to enhance student engagement in learning through all educational environments in nursing education. Within the clinical skills lab environment, incorporating smartphone technology and peer feedback with Foley catheter validation seeks to fulfill this challenge. The aim of this project was to gain insight into student perceptions surrounding the use of smartphones and peer feedback to evaluate a psychomotor skill. Students reported the utilization of technology and peer feedback positively enhanced learning.

Values of Education

Meaghan Dee, *Virginia Tech*; Kelly Walters, *Parsons School of Design*; Anne Berry, *Cleveland State University*; Penina Laker, *Washington University*; Rebecca Tegtmeier, *Michigan State University*

The switch to virtual learning may be temporary, but the experience shifted our collective thinking about how we operate and how we might improve the experiences of students beyond the threat of the public health crisis. At the start of the fall semester, our group created a pledge for educators, where individuals would commit to 1–2 of the following: 1) being anti-racist, 2) upholding all histories 3) distributing knowledge, 4) demonstrating impact, 5) creating culture, and 6) promoting healthy student life experiences. We scheduled a follow-up discussion with all participants to learn about their successes and challenges.

Videobook in Relation to Traditional Textbooks: The New Model

Bashar Malkawi, *University of Sharjah*

Over the past two decades, advancements in technology have altered business and marketing education. Innovations include learning management systems, simulations, expanded use of video, online lectures, and new communication tools. A key pedagogical resource used by educators is the written textbook (physical or digital). As technology transforms teaching and learning, videobooks (and videos in general) have emerged as an innovation and viable alternative to the written textbook. The current study follows up to examine student behavior, engagement, attitudes, and satisfaction with it, and what factors drive these constructs.

Working in Multi-Disciplinary Teams in a Construction Science Program

George Ford, Saeed Rokoei, *Mississippi State University*

The American Council for Construction Education (ACCE) requires that all ACCE programs assess the ability of students to work in multidisciplinary teams. One student learning outcome (SLO) requires students to “apply construction management skills as a member in a multi-disciplinary team”. In Mississippi State University's (MSU) Building Construction Science (BCS) program, students work in teams comprised of Architectural program and BCS program students in a collaborative studio. This course is used to meet this requirement which has proven difficult for other ACCE programs to demonstrate compliance.

Concurrent Session 3

1:45 pm – 2:30 pm

Dynamic Learning Environments: Enhancing learning with Instructional Technologies

Morris Thomas, *Howard University*; Angela Bullock, *University of the District of Columbia*

[Cascades Room, Practice Session]

The instructional technologies presented are appropriate for any instructional modality (i.e. face-to-face, hybrid-blended and/or online). This session will include the ENHANCE Learning Model which provides a conceptual framework for incorporating the technology tools for teaching into the learning experience. The participants will be introduced to the instructional dynamics involved in the ENHANCE Learning Model. The participants will also have an opportunity to practice utilizing a few of the technology tools presented during the session. Participants will leave this interactive session with the information needed to immediately incorporate the technology tools and instructional best practices into their courses.

Building Inclusive Teaching Practices on a Universal Design Framework

Sheryl Burgstahler, *University of Washington*

[Drillfield Room, Practice Session]

Universal design (UD) has emerged as a paradigm to address diversity and equity in the design of a broad range of applications in higher education, including teaching and learning activities. The presenter of this session will share historical highlights of the treatment of students with disabilities and present the principles that support the application of UD in higher education (UDHE). She will share aspects of the UDHE Framework—including scope, definition, principles, guidelines, exemplary practices, process—and explore with participants how they can flesh it out to develop practices that support diversity and equity goals on their campuses.

Engaging Students in Courses Through Motivation Science

Brett Jones, *Virginia Tech*; Abigail Snook, Asta Schram, *University of Iceland*

[Duckpond Room, Practice Session]

Instructors play an important role in engaging students in courses. The primary purpose of this session is to discuss practical teaching strategies that instructors can use to motivate students. A secondary purpose is to explain how a questionnaire can be used to provide instructors with data that can be used to select motivational strategies. Participants will complete a questionnaire and discuss strategies with others. This session will be of interest to anyone (instructors, faculty developers, directors, administrators, and researchers) who wants to learn how to select motivation strategies and assess student motivation in an activity or course.

Road Map: Effective Student Navigation to Improve Satisfaction and Outcomes

Katherine Wilford, *University of St. Augustine for Health Sciences*

[Ellett Valley Room, Practice Session]

The end-of-term course evaluation is every faculty's greatest foe. Poor course organization and unclear expectations for lectures and exams often lead to unhappy and underperforming students. If students are unsure how to successfully navigate a course, stress and frustration can develop. This poster seeks to provide educators with specific methods to improve the student experience in a course. Presented methods will be scaffolded, including simple changes to implement immediately and more involved changes to incorporate next term or next year. By establishing and maintaining clear expectations, faculty should expect to see improved student satisfaction and outcomes.

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A Problem-Based Service-Learning Approach to Instructional Design

Mingyu Li , Ghadah Almutairy, Rebecca Clark-Stallkamp, Ginny Clark, Zhenhuan (Henry) Yang, Alicia Johnson, *Virginia Tech*

[Huckleberry Room, Practice Session]

Students benefit from engaging in real-world problem solving to increase the variety of experiences they can draw from after they graduate. To assist students in gaining authentic Instructional Design (ID) experience, an internship was implemented during the spring 2020 semester in the Instructional Design and Technology (IDT) program at Virginia Tech. Structured by service-learning criteria, the ADDIE model, and MOKR project-management model, the internship granted five graduate students the opportunity to address authentic community needs while achieving the instructional goal and objectives. Lessons learned from adapting to sudden changes caused by uncontrollable factors (COVID-19) will also be discussed.

“Zoomed Out”: The Exhaustion of Teaching Online

Lorie Kramer, Karen Stylianides, *Pennsylvania State University*

[New River Room, Conversation Session]

In this session, attendees will have the opportunity to openly discuss the 'Zoom fatigue' they may be experiencing with the shift to teaching via videoconferencing. The presenters will facilitate the conversation with open-ended questions and engage by sharing their personal experiences. The hope is for attendees to better understand Zoom fatigue and take away practical ideas for handling this exhaustion.

Learning Experiences of Minority Women in a STEM Mentoring Training

Amanda Rockinson-Szapkiw, Jackie Gishbaugher, Teresa Theiling, *University of Memphis*

[Solitude Room, Research Session]

Little research exists on the outcomes of virtual peer mentoring programs for either the mentor or mentee, especially in STEM (NASEM, 2019). Virtual peer mentoring programs are significantly different from face-to-face ones, particularly in terms of the user experience. When developing a virtual program, it is considered best practice to perform a learning experience design (LDX) study. Therefore, this study is a LDX study, which examines how content (i.e., I.D.) and user experience (UX) supports the identified outcomes (i.e., mentoring competency and self-efficacy) in a virtual peer mentoring training program for ERM women. Seven themes are discussed.

Do New Faculty Mentoring Programs Have Merit?

Shawn Bielicki, Alexandra Barnett, *Liberty University*

[Solitude Room, Research Session]

Ever wonder if new faculty mentoring programs have merit? This reflective analysis examined the perceived efficiency and benefits of a new faculty mentoring program. Interested new faculty members (n=60; 20 per year x 3 years) opted-in to a formal, semi-structured program and were assigned an inter-departmental veteran faculty mentor. The pairs met monthly and exchanged pleasantries, shared successes and challenges, conversed on timely business, deliberated situational topics, and discussed personal and professional needs. Upon completion both mentors and mentees were given a satisfaction survey aligned with the program goals and outcomes. Come find out the surprising results.

Concurrent Session 4

2:45 pm – 3:30 pm

In the Trenches: Best Practices for Online Teaching

Virginia Tech Academy of Teaching Excellence, *Virginia Tech*

[Cascades Room, Practice Session]

Stories of trial and error, innovation and intuition or the unexpected will be shared with audience members about transferring to on-line teaching once Covid-19 required a new delivery format. This panel of award-winning teachers of the Academy of Teaching Excellence will focus on the successes they have had with on-line teaching, each relaying one or two stand-out experiences from their courses. The Q & A portion will allow audience members to contribute their experiences and personal discoveries with teaching technologies. The second half of the session might allow all to address the challenges of remote teaching..

Trauma-Informed Approach (TIA) in Higher Education

Elizabeth Lane, *Goodwin University*

[Drillfield Room, Practice Session]

The presentation discusses trauma-informed pedagogy for higher education. Participants for this presentation will review indicators of trauma in students in higher education, as well as examine the reciprocal nature of the teaching and learning relationship and the potential impact of educator trauma on classroom experiences, which is often overlooked in the discussion of Trauma-Informed Approach (TIA). Participants have the opportunity to learn the eight principles of trauma-informed teaching and learning, and how to apply the principles through realistic pedagogical strategies. Additionally, the presentation will offer discussion opportunity – What is TIA? What are the myths and pitfalls of TIA?

One Size Does NOT Fit All: Promoting Equity Through Differentiation

Cliff Chestnutt, Andrea Smith, *University of West Georgia*

[Duckpond Room, Practice Session]

Differentiation is not a new concept in the field of education. Notably, in K-12 education, it has been thoroughly examined, and often posited as an essential pedagogical approach to educating students with diverse needs (Dosch & Zildon, 2011). When considering differentiation in higher education, however, research is often limited and lacking in its ability to provide practical strategies that are relative to the college setting (Dosch & Zildon, 2011). This article provides a review of differentiation in education and provides applied examples of differentiation that can be used in college classrooms to promote equity.

OER Pursuit

Brooke Hoffman, *Rowan College South Jersey*

[Ellett Vally Room, Practice Session]

Roll the dice and discover the obstacles and successes of creating an OER initiative on your campus. In this interactive and collaborative presentation, the audience will be placed on teams and compete to see who can save their campus the most money. Participants will learn about the versatility of OER, funding programs, recruiting faculty, and much more. The RCSJ team will open up about their experiences and lead discussions where participants can share challenges and success stories.

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Moving High-Touch, Interactive Interprofessional Education Online

Alicia Williams, Amy Johnson, Caroline Abercrombie, Brian Cross, *East Tennessee State University*

[Huckleberry Room, Practice Session]

Interprofessional education (IPE) programs are recognized as essential to preparing healthcare providers for team-based care. An essential component in IPE programs is experiential learning. An IPE program was faced with the challenge of moving a two-year, high-touch IPE, experience to an online format, in the wake of the global pandemic. This workshop will provide information on how an IPE program serving 5 academic health science colleges was able to successfully convert a high-touch fully in-person IPE training to a hybrid virtual training.

Integrating Ethics and Science Education

Kristin Phillips, Philip Olson, *Virginia Tech*

[New River Room, Conversation Session]

Understanding the social and ethical impacts and underpinnings of science has become increasingly relevant to research and teaching in the biomedical sciences, engineering, computer science, and environmental sciences. Integrating scientific and ethical discourses in specific classes offers both pedagogical opportunities and challenges. This conversation session, led by a scientist and a bioethicist, will serve as a forum for faculty to discuss these challenges and opportunities, and to propose ideas for integrating questions, activities, and discussion throughout the curriculum.

Bridging Cultural Divides in Higher Education Through Pedagogy

Crystal Rodriguez, Brandi Rima, *Bronx Community College*

[Solitude Room, Research Session]

In effort to bridge cultural divides among faculty and students, we implemented a faculty development program, ¡Presente!, at Bronx Community College (BCC) of The City University of New York (CUNY). As part of a longitudinal study of the program, we investigated faculty's cross-cultural competency growth. In this presentation, we will report on faculty's self-rating and student perceptions of their professors' cross-cultural competency. We also provide recommendations for creating inclusive and relevant college curricula to better serve the increasingly diverse student population.

Concurrent Session 5

3:45 pm – 4:30 pm

Software Tools for Detecting Exam Plagiarism

Edward Gehringer, *North Carolina State University*

[Cascades Room, Practice Session]

With unproctored exams, cheating is a risk. Proctoring software can be used, but it's not perfect. Another way to detect cheating is to compare students' answers with each other. Commercial tools have incorporated several statistical tests for comparing answers on multiple-choice tests. Tools for detecting textual plagiarism can be adapted for use on essay exams. In addition to standalone tools, plugins exist for LMSs. Unicheck checks students' essay answers against each other. Gradescope allows instructors to grade based on a rubric they set up on the fly.

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Designing Digital Escape Rooms to Increase Engagement, Application, and Diversity

Meg Emori, *Virginia Tech*

[Drillfield Room, Practice Session]

Want to escape from Zoom University? This session highlights how someone with no technological skills, using only canvas, can create a fully digital escape room and use Game Based Learning (GBL) to enhance critical thinking skills, highlight diversity, and increase student engagement in the online learning environment. Participants will get to explore their own ideas and work through the design process as we cover the mechanics of how to build a digital escape room, the intentional inclusion of diversity and global-awareness, the pedagogy behind the fun, and student feedback.

How Universal Design Learning Permeates the Goodwin Nursing Department

Robin Young-Cournoyer, Elizabeth Hurlbert, *Goodwin University*

[Duckpond Room, Practice Session]

The Nursing Department has implemented multiple forms of representation throughout the five cohorts. Educators in the program will share highlights of the UDL instruments that have been implemented in each classroom. The attendees will receive individualized coaching enabling them to create and execute UDL strategies within their own specialty.

Braving the Group Project: Incorporating Group Projects in Online Instruction

Brandi Quesenberry, Dorothy Conner, Laura Purcell, Zack Sowder, *Virginia Tech*

[Ellett Valley Room, Practice Session]

Group project in a pandemic? No way! We all know that group projects come with a host of challenges, and those challenges are amplified when trying to teach classes during a global health crisis, especially if teaching online. It may just seem easier to have students work independently. However, faculty who incorporate group projects into their classes recognize the immense benefits collaborative projects have to offer. In this presentation, faculty members from the School of Communication will describe best practices for overcoming group project roadblocks in a virtual classroom.

Life History as Assignment: Discovering Intersectional Identities

Suchitra Samanta, *Virginia Tech*

[Huckleberry Room, Conversation Session]

The purpose of this conversation is to discuss and exchange ideas about pedagogical methods by which students explore their own life histories and backgrounds in a process of self-discovery, towards a critical and intersectional understanding how gender, ethnicity, race, class, sexuality and more impact their sense of identity, inclusion, and personal growth. I describe how I structure this semester-long assignment in my course "Asian American Experience" (SOC/RLCL 2514), sources I use to serve as examples, and the outcome of the assignment in a final paper.

(How) Is High-Quality Constructivist Teaching in Large Online Courses Possible?

Nancy Knapp, *University of Georgia*

[New River Room, Conversation Session]

Many of us have worked hard to move from traditional lecture-based teaching to more interactive and constructivist instructional models in both our face-to-face and online teaching. But now, for a number of reasons that the pandemic has only made more urgent, institutions are increasingly looking to offer large-scale, asynchronous online degree programs. Can we teach hundreds of online students in one class and still provide meaningful interaction, real-world projects, active learning, and embedded assessment, or must

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such courses necessarily revert to teaching-as-transmission? Let's talk together about these trends and dilemmas, and how we can or should respond to them.

Instructional Video Object-Based Learning in a Flipped Construction Management Classroom

Andrew Barnes, *Virginia Tech*

[Solitude Room, Research Session]

This presentation will discuss results of an explanatory, multiple methods study that evaluated the effectiveness of instructional video object-based learning for construction management undergraduate students. Instructional videos were designed and developed based on an interdisciplinary synthesis of best practices and delivered as supplemental learning materials in a repeated-measures crossover experiment. Results integrated from assessment scores, surveys, and interviews indicate that while instructional videos have little measured effect on learner achievement, they likely have a significant impact on the quality of the learning experience.

Starting to Flex: Initial Instructor Experiences with HyFlex Course Design

Benjamin Harley, Danette Long, Tony Mangialetti, *Northern State University*

[Solitude Room, Research Session]

This session details our qualitative study of initial instructor experiences implementing HyFlex course design at a small public university in the Midwest during Fall 2020. We interviewed participants once a month for four months to understand how faculty designed their courses, how students reacted to the format, and how Hyflex benefitted and hindered the learning experience. Preliminary data suggests that instructor conceptions of HyFlex vary widely, which influenced their experiences. Common trends include appreciation that HyFlex preemptively addresses issues associated with student absence and concerns that online students, especially those attending asynchronously, are less engaged than students attending in-person.

Engaging Students and Saving Time with Calibrated Peer-Grading and Group-Work

Eli Samarasinghe, *Kritik*; David Wang, *University of Waterloo*; Laura Reid, *Western University*

[Kritik Room, Practice Session]

The new reality of Higher Education has also brought a new set of challenges to educators and students: How do you facilitate a social-academic community when you can't see anyone face-to-face without spending countless hours grading? During this session, we will explore how leading educators have successfully introduced calibrated peer-assessment and group-work into their courses leading to time saved, and higher levels of knowledge retention and critical thinking amongst their students. Additionally, we discuss how this newly freed-up time affords professors the opportunity to do more personalized coaching, and to focus on the students who need their help the most.

Concurrent Session 6

10:00 am – 10:45 am

Accessibility Champions Use Ally

Martina Svyantek, *Virginia Tech*

[Cascades Room, Practice Session]

With the rapid shift to online delivery of instruction in the spring of 2020, Virginia Tech adopted a campus-wide license of Ally, an accessibility tool integrated within the Canvas LMS. This tool was initially piloted during the 2019-2020 year to support instructors' work in enhancing course accessibility. Ally's rollout supports universal design for learning (UDL) across campus, directly benefiting our students with disabilities, a campus population that continues to grow in our national, post-Americans with Disabilities Act environment. This session will highlight tips and tricks for new accessibility champions, as well as those already familiar with the tool.

Designing Transdisciplinarity: Logistics and Strategies for Co-Teaching Higher-Order Collaboration

Anne-Lise Velez, Stephanie Lewis, Ralph Hall, Joanie Banks-Hunt, Darron Williams, Zack Underwood, Amy Showalter, *Virginia Tech*

[Drillfield Room, Practice Session]

This practice session reviews transdisciplinarity as an integral approach to preparing students for higher-order collaboration and successful careers. VT Honors-UAP SuperStudio is truly transdisciplinary, comprising five concurrent three-credit topics seminars and a co-requisite one-credit team-taught policy context course. Here, we share advice for navigating institutional logistics and supports for developing transdisciplinary courses based on our experience developing SuperStudio. We also share teaching strategies for co-teaching higher-order collaboration and feedback from administrators and students on goals, experiences, and outcomes from SuperStudio. We then engage the audience to share their best practices and lead a brainstorming exercise developing transdisciplinary class activities.

Best Practices in the Construction of Multiple-Choice Questions

Brian Hill, *Edward Via College of Osteopathic Medicine*

[Duckpond Room, Practice Session]

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 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).

Instructor-Led Podcasting as a Supplementary Instructional Tool for Leadership Education

Austin Council, *Virginia Tech*

[Ellett Valley Room, Practice Session]

As a supplement to recorded course lectures, readings, and articles, instructor-led podcasting was used as a pedagogical tool to teach leadership concepts for undergraduate students. The instructor interviewed different guests on the podcast whose work correlated with a specific leadership concept. During the podcast recordings, each guest shared their insight and expertise with the instructor in an informal,

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conversational way. After listening, students were asked to reflect on what they learned as part of a bi-weekly journal assignment.

Addressing Justice Issues in Unexpected Classrooms

Kimberly Carlson, Eli C.S. Jamison, Michelle Seref, Joseph Simpson, *Virginia Tech*; Nicole Jones Young, *Franklin & Marshall College*

[Huckleberry Room, Practice Session]

Organizations are increasingly called to address a wide range of societal issues, but have we changed our pedagogy so students are prepared for these responsibilities upon graduation? While justice-related issues are addressed in courses dedicated to these topics such as environmental policy, race and ethnic studies, or ethics, many students do not select these electives. During this practice session, we explore how some faculty address these issues in “unexpected” classes. This business faculty panel shares their examples and rationale for engaging students in justice-related discussions in “unexpected” classes in the business school. Pedagogical methods are applicable across disciplines.

Conversation: Flipping in the Era of COVID

Caleb Adams, *Radford University*

[New River Room, Conversation Session]

A highly effective practice in the collegiate classroom is student-centered active learning. Implementation of the flipped classroom is becoming more commonplace. The COVID-19 world-wide epidemic has greatly impacted how college and universities conduct classes. While several colleges and universities have moved to online classes, many still have face-to-face class meetings, but with distancing restrictions necessary. During this conversation participants will share their efforts made to preserve the student-centered approach while abiding by additional restrictions that exist in their face-to-face classes. Additionally, hybrid models will be discussed as alternative approaches to the flipped classroom during the COVID era.

Reflection-Based Connections in “Signature” Assignments: Integrative Learning Data from UM-Flint

Stephanie Roach, Jennifer Alvey, Kazuko Hiramatsu, Rajib Ganguly, Tracy Wacker, *University of Michigan*

[Solitude Room, Research Session]

Panelists will discuss two years of data on “signature” assignments as high-impact pedagogy. Our study examines faculty and student responses from courses across a wide range of disciplines and General Education designations at all levels of the undergraduate curriculum. Our findings so far from over 50 faculty and 675 students demonstrate that such intentionally integrative assignments advance content knowledge and cultivate metacognitive practice. Through these assignments, students experience learning across the curriculum as coherent, meaningful, and personal. We will spotlight faculty and student experiences, and highlight promising insights of the data.

The Kalief Browder Project: Embracing Interdisciplinary Pedagogy in Higher Education

Brandi Rima, Crystal Rodriguez, *Bronx Community College*

[Solitude Room, Research Session]

The Kalief Browder Project is an interdisciplinary project we developed for students enrolled in an Introduction to Psychology and Introduction to Criminal Justice learning community (LC) at Bronx Community College (BCC) of the City University of New York (CUNY). The project exemplifies the benefits of interdisciplinary pedagogy, learning community instruction and ‘making meaning’ in the classroom. In this presentation, we (1) describe the project as a model for interdisciplinary coursework, (2) report survey findings about students’ experiences completing the project and (3) offer recommendations for interdisciplinary pedagogy in higher education.

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Concurrent Session 7

11:00 am – 11:45 am

Supporting Online Learners' Autonomy and Self-Regulation with Digital Technologies

Dawn Hathaway, *George Mason University*; Hong Wang, *Northern Virginia Community College*

[Cascades Room, Practice Session]

Learner autonomy and self-regulation are recognized as key considerations for successful online learning experiences. This presentation will focus on strategies and tools faculty can use to support dimensions of learner autonomy and self-regulation (e.g., time management, goal-setting, active engagement, metacognition) in online courses. The presentation will begin with an interactive activity, followed by an overview of learner autonomy and self-regulation in online contexts with demonstration of digital examples from online courses, and end with an interactive activity and discussion. Participants interested in online learning will gain practical ideas and free resources to support online learners' autonomy and self-regulation.

Promoting Conscientious Discourse in Distance Pedagogy: Pivoting ThoughtSwap Post-COVID

Chandani Shrestha, Deborah G. Tatar, Whitney Bortz, Aakash Gautam, *Virginia Tech*; Michael Stewart, *James Madison University*

[Drillfield Room, Practice Session]

Promoting meaningful discussion in classrooms is challenging. ThoughtSwap, a web-tool was designed to help conduct meaningful and conscientious discourse in the classroom. The challenge to enable conscientious discourse is only magnified by the major shift to online classes. In response to changes demanded by COVID-19, we adapted ThoughtSwap and associated pedagogical processes to support learning at a distance. We have integrated our process and technology with classroom management systems such as Canvas and video-telephonic platforms such as Zoom. In this session, we present and discuss how ThoughtSwap can be used to promote conscientious discourse in different classroom formats.

Improving Students' Digital Literacy Using Readiness Assessment Activities

Brian Hunter, Sheri Barksdale, *University of Cincinnati - Blue Ash College*

[Duckpond Room, Practice Session]

With the development of innovative technologies and Learning Management Systems, students are completing more of their work from behind a computer screen. To improve student digital literacy, students should prepare for what they will encounter in their courses. By creating Readiness Assessment Activities (RAA), which incorporate usage of computer programs and specific hardware, you can improve student competency, technical and comfort level when left on their own to complete an assignment. Presenters will give examples/suggestions on implementing RAA to improve student digital literacy.

Energize Facilitation to Increase Online Learner Engagement in Complex Topics

Rachel Mack, Renata Carneiro, *Virginia Tech*

[Ellett Valley Room, Practice Session]

Facilitation skills are critical in assisting educators toward boosting adult learner engagement. However, now that COVID-19 has shifted learning into online formats, educators are facing an additional layer of intricacy in maintaining learner engagement. The use of facilitation techniques and problem-based learning to stimulate online group discussions can increase learner engagement when a new and complex subject matter is presented (e.g., cyberbiosecurity). This roundtable discussion draws upon information from the online workshop, Securing Agriculture, Food and its Bioeconomy (SAFE) with Cyberbiosecurity (Virginia

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Tech, 2020) to guide one in discussing how complex topics may be presented to engage adult learners online.

Upping Your Game: Finding Open-Access Teaching and Learning Resources

Astrid Mel, *Mercy College*; Mary Stenson, *College of Saint Benedict/Saint John's University*; Jessica Kutz, *University of Tennessee*; Katherine Clark, *University of Mount Union*; Jennifer Caputo, Samantha Johnson, *Middle Tennessee State University*

[Huckleberry Room, Conversation Session]

As educators continually strive to offer students the best learning experience possible, the need to easily find and share pedagogical resources is critically important. While the evolution of higher education is ongoing, expectations remain high for faculty to deliver curricula with versatile pedagogies grounded in best practices. Demanding workloads, compounded by a lack of free central teaching repositories, often leave faculty with insufficient time to explore, experiment with, and evaluate new pedagogies implemented in their own courses. Recognizing the need for such resources, this facilitated conversation will guide interested faculty through the process of developing a peer-reviewed educational repository.

How Can We Bring Diversity into the College Classroom?

Laura Waldrep, *North Carolina State University*

[New River Room, Conversation Session]

The multi-site case study presented examines how and in what ways peer mentors' participation in a blended The goal of this session is to discuss best practices for bringing diversity into the college classroom, focusing particularly on ways to engage students with this aspect of higher learning. Attendees will reflect on approaches to address diversity explicitly, whether through the use of texts, videos, discussions, writing assignments, or other pedagogical tools. As a group we will share resources and ideas to develop specific practical strategies that can be easily integrated into our course designs.

College Student Views (via ratemyprofessors.com) of Teaching Methods During COVID-19

Christopher Seitz, *Appalachian State University*; Muhsin Michael Orsini, *Independent Consultant*

[Solitude Room, Research Session]

In the spring of 2020, the COVID-19 pandemic forced professors to transition their face-to-face courses to online. Quantitative research suggests that students had a range of positive and negative experiences with the transition. To provide qualitative data on this topic, this presentation will describe an analysis of student perspectives from ratemyprofessors.com. In April of 2020, the terms "COVID" and "coronavirus" were used in an advanced search of the website, retrieving 321 student comments about 272 professors across disciplines regarding teaching methods during COVID-19. During the analysis, five major themes emerged from the data, which will be discussed with potential implications.

Faculty Responses to Student Plagiarism and Detection Softwares

Sarah McCorkle, *Texas A&M University*

[Solitude Room, Research Session]

This qualitative study explores faculty responses to student plagiarism in relation to the use or non-use of plagiarism detection software. Faculty responded to intentional and unintentional student plagiarism through a teaching lens: teaching students academic writing skills and/or life lessons on personality integrity. Pedagogical interventions were used by the participants to deter student plagiarism, including those participants who also chose to utilize plagiarism detection software. Exploration of faculty perceptions on plagiarism detection software showed similarities among participants when grouped by academic discipline, as plagiarism is complicated by differences in disciplinary writing conventions and concepts (intertextuality, text overlap, and patchwriting).

Poster Session 2

12:00 pm – 1:30 pm

87 Days: Build Courses Online Using a 50-Point Rubric

Antoinette Petrazzi Woods, *Mount Aloysius College*

The COVID-19 Pandemic directly and systemically impacted human beings. In higher education, faculty worked diligently to meet expectations to promote student learning in a virtual domain. The purpose of this professional practice session is to reflect about the impact upon many educators as they conscientiously worked in the higher education trenches while administrative personnel and other regulatory authorities put forth expectations beyond one's imagination prior to the existence of the Pandemic. The present author persevered to build courses online in 87 days using a 50-Point Rubric named OSCQR from SUNY (State University of New York Online Course Quality Review Rubric)!

Academic Women Online During COVID: Greater Expectations, Identities, Mental Health

Diana Rios, Graciela Quinones-Rodriguez, *University of Connecticut*; Mary Helen Milham, *University of Hartford*; Karin Haberlin, *State of Connecticut*

Academic scholars, teachers, and journalists are examining coping behaviors associated with decreased anxiety during pandemic and lockdown. To maintain identity equilibrium and continue making progress, women are redefining expectations. Expectations include reworking assumptions regarding professional availability, work meetings, support for loved ones. Moreover, they must fortify themselves. This auto-ethnographic research documents challenges, and practical coping mechanisms of four academic women with unique roles in higher education. Women are: seasoned faculty at flagship; full-time adjunct professor at private college; state agency manager and doctoral student; distinguished psychotherapist at a major university, private practitioner. We offer tips, research resources, and solidarity.

Adapting Modified Experiential Learning Activities in the Time of COVID-19

Joshua Mott, Zachary Shea, Ozzie Abaye, *Virginia Tech*

In many cultures, every season, every harvest, and every holiday have its own food. During the spring semester, we teach a food a course that includes a food lab. The objective of the food lab is to connect food and culture with agriculture. This approach gives students a greater appreciation of world crops processing, usage and preparation as nutritious food from field to fork as well a deeper understanding of other culture.

Adaptive Leadership for Teaching: Applying Theory to Practice

Jerald Walz, *Virginia Tech*

This interactive presentation applies leadership theory to teaching practice. The presenter will compare definitions of teaching and leadership to discover similarities between the two phenomena. Subsequently, participants will discuss why reconceptualizing teaching as leadership is important. Then, the concepts of Heifetz and his associates (1994; 2009; 2010; 2011) theory of Adaptive Leadership will be outlined. Afterwards, participants will reflect and share ideas about how Adaptive Leadership concepts might be transposed into teaching practice. Finally, recommendations for applying leadership theory to teaching practice and for further research will be offered.

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Alternatives to Recorded Lectures in Online Courses

Miguel (Miko) Nino, Terry Locklear, *University of North Carolina - Pembroke*

The recorded lecture is probably the most used instructional method in online courses, given the popularity of lecturing in face-to-face instruction. Even though there are many advantages when implementing lectures, there are other instructional methods that can be more effective when ensuring learners meet outcomes and master content. In this presentation, participants will discuss a variety of alternative instructional methods that enhance learning in online courses.

Collaborating to Build, Adapt, and Evaluate Open Educational Resources (OER)

Anita Walz, John "Morgan" Russell, Kindred Grey, *Virginia Tech*

This facilitated conversation builds on experiences of a teaching faculty member, OER librarian, and a student worker collaboration which published an online, interactive, open access and openly-licensed Introduction to Statistics etextbook designed for large introductory courses. This interactive session provides an overview of this project, including barriers, goals, and expected benefits, support available, early design decisions, development timeline, processes including involving students in the development process, and the challenges we overcame by working together. Instructors, librarians, and instructional designers, those with and without OER project experience, will benefit from facilitated discussion relevant to various institutions types and levels of support.

Composition, Digital Literacies, and Instructional Design: Creating Open Resources Together

Kayla McNabb, Katlyn Griffin, Julia Feerrar, Tim Becker, Chloe Robertson, Olayemi Awotayo, Marc Zaldivar, Lisa Becksford, *Virginia Tech*

In this session, we (the Composition Program, the University Libraries, and TLOS) will outline our goals in creating a series of educational modules through our Pathways grant-funded project, discuss how the project shifted to address unique challenges presented by COVID-19, share lessons learned and feedback that we received from users, and look toward the future possibilities for this collaboration. Throughout this session, we will create space for attendees to brainstorm and share how they could apply our experience in their own collaborations and ask them to consider the impacts and benefits of fostering these kinds of collaborations on their campuses.

Content Strategy Best Practices for Student-Centered Online Course Design

Amber Nicole Pfannenstiel, Skyler Gibbon, *Millersville University*

Drawn from industry and technical writing/communication best practices discussions (Borgman), this session helps participants create a content strategy inventory to assess 1) how the designed content meets the needs of students in the course, and 2) how the content modeling/design is sustained across the semester. This session will workshop how to build a content inventory, how to assess the inventory to understand how the content meets student needs, and how to assess content design across the semester lifecycle. These content strategy best practices, will help instructors understand how their created content meets student needs.

Creating Scaffolding for Novice Instructional Designers

Xuqing Wang, Alicia Johnson, *Virginia Tech*

The purpose of this project was to gather feedback from novice Instructional Design (ID) students during the development of a learning tool specific to novice instructional designers (ID's). The learning tool being developed addresses a need for learner scaffolding while learning the steps of the Needs Assessment (NA) process which is often a difficult for novice ID's. The student researcher developed a flow chart to help

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novice ID students through the initial process. This poster session shares the initial student responses and outlines strategies to implement for future iterations.

Creation of Learner Personas for a Biomedical Data Science

Daniel Chen, Anne Brown, *Virginia Tech*

In order to determine a learner's knowledge base and what knowledge gaps exist in their mental model in the area of biomedical data science, a self-assessment survey was used to establish learner personas. Self-assessment results showed programming and data management gaps, and these personas encapsulate background, prior knowledge or experience, perception of needs, and special considerations. The survey asked about domain and programming experience, data management, and statistics knowledge. Results clustered to create four learner personas. These personas framed the creation of biomed-focused, open-access material that is offered in virtual workshops and self-paced online materials.

Designing and Using an Active Learning Workbook in Calculus I

Katherine Bowe, *Concord University*

A companion workbook has been made for the OER textbook OpenStax Calculus: Volume 1. The workbook has sections for students to take notes during the instructor's explanations and examples, then problems for students to work independently or in groups during class. After class, the workbook becomes the students' class notes. This allows students to actively work problems in class, rather than passively watching a lecture. This poster will discuss the design, evolution, and impact of the workbook as a tool for active learning and student engagement in traditional and online settings.

Embedding Information Literacy Into Community-Based Research Projects Throughout the Curriculum

Julia Waity, Jennifer Vanderminden, Stephanie Crowe, *University of North Carolina Wilmington*

Two Sociology faculty members are collaborating with their liaison librarian to build a model that integrates information literacy into community-based research. Working with a community partner, we have incorporated information literacy into applied research projects in three courses across the sociology curriculum. We've deliberately scaffolded information literacy concepts across these courses through applied learning activities, the efficacy of which we will measure through pre and posttests and intention and reflection assignments. We will discuss our process, outcomes, and future plans. We will also discuss complications that arose due to the COVID-19 pandemic and the current political atmosphere.

Enhancing Student Engagement in Online Discussions

Caleb Adams, *Radford University*

Today's college student is a member of the generation where the internet has been commonplace throughout their entire life. With more courses becoming available online, instructors can find generating a positive, rewarding experience as one goal they may work towards to ensure their students' satisfaction of being members of the online course. One item that has been noted to improve the students experience is high engagement practices in the online course. In this conversation, participants will share their experiences and efforts in improving the engagement during the use of online discussions.

Examining the Educational Needs of Marginalized Women in Senegalese Agriculture

Ousmane Kane, Donna Westfall-Rudd, *Virginia Tech*

Senegal recognizes the need to educate women and provide them with decent jobs. Marginalized women face several difficulties; however, leaders often ignore the specific barriers preventing them from participating and benefiting from development initiatives. The research objective is to strengthen the

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capacity of TVET agriculture programs for women to promote their resilience. Supporting agriculture programs for women in the selected TVET programs will require a combination of initiatives and infrastructures to give women the knowledge and skills necessary for their personal and professional resilience.

Faculty Development Related to Teaching: A Benchmark Survey

Shari Whicker, Mariah Rudd, Nick Torre, Brock Mutcherson, David Music., *Virginia Tech Carilion School of Medicine*

Studying the relationship between professional development activities specific to improving teaching and their outcomes has revealed information on how to engage learners at varying stages of their medical education career. Our study team developed and disseminated a survey to examine the national landscape associated with faculty development pertaining to teaching in medical education. We anticipate our results will shed light on requirements for faculty development related to teaching at a national level and reveal how to improve medical education in the classroom and clinical setting.

Faculty Training for Online Course Conversion at Delaware State University

Joseph Fees, Alexa Silver, Tina Petrovic, *Delaware State University*

Delaware State University instituted an online course conversion class for interested faculty during the summer of 2020 through a Howard Hughes Medical Institute grant. This poster will show the main components of the course, the basics of each module and assignment, the technology skills developed as well as the main takeaways of how faculty benefited from completing the training. Additionally, the poster will demonstrate the benefits of in-house training for professors, in particular, how such trainings can create a sense of community for the campus faculty and have substantial cost savings.

Final Portfolio as an Assessment Tool in a Mathematics Course

Karin Saoub, *Roanoke College*

What is the best way to assess student learning? In mathematics, we often rely on the standard test, whether an in-class timed exam or more open take-home format. But in a course that focuses on the student's ability to write a mathematical proof, choose the correct technique, and understand the basis for proofs, the standard test model does not align with these goals. Here we describe the utilization of a Final Portfolio in a Discrete Mathematics course, including a discussion of its structure, benefits and challenges to assessing student learning, and student perception of this assessment tool.

Gamifying an Online Graduate Course Using Classcraft: Design and Results

Nancy Knapp, *University of Georgia*

Gamification is all the rage in education, both K12 and higher ed, but few teachers have experienced gamified learning for themselves. This interactive presentation shares lessons learned in the process of designing and teaching an online introductory course in digital learning for teachers in Classcraft (a gamified LMS) and teachers' responses and reflections on their experiences as students in this fully gamified course. Participants will be invited to try out the "quests" from the class, share experiences, and access/contribute to a shared online bibliography on gamification.

Graduate Student Stories Through Podcasting

West Bowers, *Radford University*

In order to better understand and appeal to graduate students, it is important to listen to their concerns and give them a platform to air those concerns. In an effort to give graduate students that platform while teaching them to use various audio tools and podcast production techniques, students in a graduate strategic video

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production course created a series of podcasts to share their stories. They finished with a complete audio artifact that could be used to show potential employers the breadth of their knowledge and a way to express concerns specific to graduate students.

Half-Semester Split: What the Pandemic Showed Us About Student Behavior

Doris Kincade, Jung Eun Lee, Eonyou Shin, *Virginia Tech*

The onset in the U.S. of the pandemic last spring gave us a unique opportunity to observe student behavior and make comparisons between in class and online behavior. Much of the previous research about online classes has compared online sections/semesters to in class sections/semesters. This split semester provided valuable new insights into student behavior types. Findings from these observations indicate categories of student behavior types that transcended modality of the course.

How Summer Hyflex Training Impacted Fall Teaching and Learning

Aimee Hollander, *Nicholls State University*; Alex Lishinski, *University of Tennessee*

The COVID-19 global pandemic caused universities to move to remote course delivery overnight. Nicholls State University, a regional, PUI created a 3-week Hyflex training program to prepare faculty for Fall 2020. Faculty and staff who are experts in online learning pedagogy, educational technology tools, and online student services designed, developed and delivered professional development. This study addresses if the professional development provided the skill set and confidence needed to implement Hyflex teaching and determine what modifications could be made if the program were replicated as well as what technology was adapted during fall semester.

Implementation of Peer Mentorship Program Amidst Pandemic at VMCVM

Casey Leslie, Jacquelyn Pelzer, *Virginia Maryland Regional College of Veterinary Medicine/VT*

The mission of the Peer Mentorship Program of Virginia-Maryland College of Veterinary Medicine is to ease the transition into veterinary school by providing peer guided support focused on mental wellness, relationship building, problem-solving, and goal setting. It offers the opportunity for first-year students to engage virtually in small groups with members of their class to ask questions, share concerns, and seek guidance from a senior veterinary student. Most importantly, it is a safe space in which all members can better connect with their community.

Instructional Development in Higher Education for Online Courses in Engineering

Rebecca Clark-Stallkamp, Natasha Watts, Paige West, Jeffrey Phillips, *Virginia Tech*

This poster session will discuss lessons learned from high-level systematic course development for online Engineering Construction Management courses. The development project involves a collaborative team that facilitates the design of high-quality online asynchronous learning for heavily computational disciplines. Using general instructional systems theory, the various team members have collaboratively used their expertise - instructional design, graphic design, subject matter expertise, administrative expertise, and project management skills - to develop the first professional pilot of a series of construction management courses in an online certificate program.

Instructor Presence Impact on Learner Engagement in Online Learning

Kizito Mukuni, Khalifa Alshaya, *University of North Dakota*; Douglas Asante, *Virginia Tech*

Instructor presence is one of the elements of a well-designed online course. Based on a study conducted to determine the impact of instructor presence on student engagement in an online learning environment, this presentation will provide attendants with strategies to use in an online learning environment to increase instructor presence.

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Leveraging the Honors College to Practice Learner-Centered Pedagogy

Jama Coartney, Amelia Schmidt, Nicole Nunoo, *Virginia Tech*

The VT Honors College provides a unique opportunity for instructors and students to co-develop more meaningful assignments. This poster presents an example of constructivist learner-centered pedagogy and experiential learning. The project—a children’s story—explores the challenges and opportunities of writing and publishing a book.

Perspective on the Impact of Undergraduate Research Experiences

Samantha Doncaster, Joe Wirgau, Maggie Pate, *Radford University*

The impact of Undergraduate Research has undeniable benefits for students and institutions. These benefits are not limited to an increase in graduation rates, retention, sense of belonging, and developing discipline-specific skills. We have implemented a methodology for tracking undergraduate research experiences at our mid-sized comprehensive state institution dating back to 2013. We will be presenting our findings of this multiyear study that there is an increase in student research opportunities that corresponds to increased retention and graduation rates, as well as student leadership opportunities and the differences between individually mentored and course-based research experiences.

Race and Equity in Higher Education: The Role of HBCUS

Jada Brooks, *Virginia State University*

Historically Black colleges and universities (HBCUs) are valuable to the nation’s educational system (Nichols, 2004; Price, Spriggs, & Swinton, 2011). HBCUs have made important contributions to American society by providing educational opportunities for low-income and disadvantaged students who may have otherwise not had an opportunity to pursue higher education (Redd, 1998). Despite their small size in relation to other types of higher education institutions, HBCUs continue to be important in the development of African American professionals. The current study focuses on HBCU student experiences and the impact of attending an HBCU as it relates to race, equity, and education.

Service or Community Based Learning in Clinical Education

Joyce Carnevale, Laura Van Vertloo, *Iowa State University*

Service learning or community-based learning programs are high-impact educational practices because they encourage high levels of student engagement. Programs provide opportunities for students to gain practical experiences through collaboration with community partners addressing specific community needs. Students apply didactic instruction in a real world setting and gain an appreciation of service to a community. Veterinary school faculty will lead a discussion on service or community-based programs in clinical settings. Topics will include best practices in starting and maintaining a community-based learning program and assessing student outcomes.

Students’ Right to Their Own Languages in Their Graded Writing

Hannah Franz, *Virginia Commonwealth University*; Michelle Grue, *University of California Santa Barbara*

This proposed session will share progress on a Conference on College Composition and Communication-funded project aimed at creating online guides for both students and faculty to inform the grading process in ways that support students’ linguistic agency, with a particular focus on African American students and African American English. During our session, we will share research-based examples from each section of the guide. Participants will have the opportunity to respond to our models with feedback and grading practices from their teaching practice.

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Summer GRAs Improve Pedagogical Practices: A Case Study

Daniel Jaskowak, Katelyn Barker, Angela Anderson, Heather Cox, *Virginia Tech*

During the summer of 2020, a team of Graduate Research Assistants (GRAs) were hired with the aim of improving pedagogical practices throughout departments in the College of Agriculture and Life Sciences (CALs). The GRAs collaborated to develop materials for faculty to facilitate changes in course design to follow a synchronous-asynchronous format for the fall 2020 semester. The GRAs were also assigned to work with specific faculty to develop and improve course materials to meet online learner needs. GRAs alleviated the workload of faculty, directly impacted CALs students, and developed professional skills.

Sustainability and Empowerment Through Nature-Centered Pedagogy

Mae Hey, *Virginia Tech*

In this session, we will learn about the differences between Land-based learning and place-based learning and the knowledge systems they support, Traditional Ecological Knowledge (TEK) and Scientific Ecological Knowledge (SEK). We will also look at the way that, although these concepts sound extremely similar, they lead to very different outcomes. We will examine strategies teachers can use to support the creation of learning environments—including field, forest, classroom, lab, and virtual—for optimal learning between Nature and students. We will look at some examples of successful Nature-centered pedagogy in action.

Teach Like a Streamer: Using Streaming Techniques to Increase Engagement

Brendan Kern, *Johnson C. Smith University*

2.2 million viewers tune in to Twitch weekly to watch people play videogames, do crafts, or just chat with one another. These streams generally last for 2-3 hours and some go even longer, maintaining engagement the entire time. How do they do it? What can we learn about engagement from streaming and how can we apply these lessons to our virtual classrooms? This session will discuss techniques used by streamers to improve audience engagement, the technology that makes it possible, and how to integrate these strategies into an online learning setting.

The Challenges of Blended Learning in Time of COVID-19 Pandemic

Maha Alfaleh, *Virginia Tech*

Blended pedagogies are widely used in higher education and k-12 settings because its flexibility. So, blended learning can help in providing academic flexibility in times of crisis as well. Very little has been written about the pedagogical challenges of blended learning in times of crisis that could help in mitigating disruptive circumstances, especially in higher education, if it is known (Julie et al., 2012). This paper will explore the challenges that could be faced when redesigning courses using blended learning approach.

The Pedagogy of Corequisite Calculus at Appstate

Katherine Mawhinney, Katrina Palmer, Natasha Puckett, Gregory Rhoads, John Sevier, Joseph Boyette, *Appalachian State University*

What pedagogical strategies are appropriate for corequisite and support courses? If we assume the mathematical content of precalculus is content that students have been taught before, then how might we engage students with that mathematics to support their success in calculus?

This practice session will share task design and task implementation strategies, framed with the STEM mathematics pathway support effort at Appalachian State University.

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Tips for Designing an Inclusive Online Course

Sheryl Burgstahler, *University of Washington*

As the pandemic shows no signs of easing up, institutions will continue to offer online options for courses and services. In their rush to evolve on-site to online courses, one issue is often overlooked: how to ensure that online technology and pedagogy are fully accessible and otherwise inclusive of students with disabilities. The presenter will provide 20 evidence-based tips on how to deliver an online course that is accessible to all students, including those with disabilities. The presenter and participants will share accessibility concerns and solutions, faculty training and support needs, as well as useful resources.

Virtual Shared Didactics: Meeting Training Needs for Geographically-Distanced Residency Programs

Alicia Williams, Glenda Stockwell, *East Tennessee State University*

Educational programming developers face special challenges in meeting the Family Medicine competencies set forth by the Accreditation Council for Graduate Medical Education, especially when faced with having multiple clinic locations that are geographically dispersed. These challenges include faculty availability, physical space for training, geographic distance between sites, and need for clinic coverage. This workshop will discuss how a Family Medicine Behavioral Health team met these challenges through a virtual shared training event that incorporated an interprofessional team in the delivery of a workshop for medical residents, medical students and pharmacy students training in three geographically-distanced family medicine programs.

Concurrent Session 8

1:45 pm – 2:30 pm

Designing a Study-Aboard Program for Business Students

Andrew Ross, *Southwestern University*

[Cascades Room, Practice Session]

According to the AAC&U, global learning is a high impact practice that provides a great benefit to students during their college careers. Attracting business students to take advantage of impactful study abroad opportunities takes careful planning and a program built around the country in which the study abroad program takes place. In this session, we will talk about best practices for faculty-led study abroad programs and some successful strategies for integrating the study of business into global learning.

Integrating Physical Activity in the College Classroom: Strategies for Implementation

Stacia Miller, Suzanne Lindt, *Midwestern State University*; Hildi Nicksic, *Texas A&M University*

[Drillfield Room, Practice Session]

The link between physical activity, health, and academic performance is well-documented, and classroom physical activity has been linked to improved attention, concentration, and on-task behavior among students. College instructors should therefore be equipped to offer movement opportunities. This interactive practice session will explain research in the field of physically active learning while engaging attendees in movement. Attendees will participate in sample strategies for implementing classroom physical activity within their own college classrooms.

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Sometimes, the Film is Better: Adaptation, Teaching, and COVID-19

Marc Napolitano, *United States Air Force Academy*

[Duckpond Room, Practice Session]

Traditionally, film adaptations of literary works were judged based on their fidelity to their sources. Contemporary adaptation theory rejects “fidelity criticism” and offers a more nuanced understanding of how different forms of media can emphasize disparate elements when retelling stories. The recent pandemic necessitated that many college courses go online. I pose that educators and students would benefit from a pedagogical approach steeped in adaptation theory; by re-conceptualizing the transition to online teaching as an act of “adaptation” rather than a direct shift, faculty and students would discover new ways of deriving the maximum learning benefits from the online medium.

Pedagogy of Teamwork: What Students Expect When Collaborating in College

Laura Vernon, *Radford University*

[Ellett Valley Room, Practice Session]

Collaboration often ranks high on the list of skills employers want in their new hires (National Association of Colleges and Employers, 2016 & 2017; National Research Council, 2012). Because of their experiences collaborating in an academic setting, students have certain expectations for how they think collaboration should work in and out of academia. This presentation explores both positive and negative collaboration experiences of students from a variety of backgrounds that reveal these expectations. Participants will leave with a better understanding of how to improve their pedagogical approaches to collaboration and of why meeting student expectations is important.

Exploring Social Justice Pedagogy in Conventional Classrooms

Eli C.S. Jamison, Kimberly Carlson, *Virginia Tech*; Christian Matheis, *Guilford College*

[Huckleberry Room; Conversation Session]

How do we apply critical pedagogy to effectively prepare students for future roles in a world that needs just, ethical, and carefully reasoning leaders? A 2018 Pew study found that Generation Z, those currently college-age and younger, is the most diverse generation and they are calling for more action to solve societal problems. How can faculty help students make connections between technical skills learned in their major with justice issues infused in their personal and professional lives? Through facilitated discussion and exercise, we will identify and apply some tenets of critical pedagogy for engaging students about social justice across disciplines.

Bend the Asynchronous Rules by Blending Online and On-Demand Instruction

Kelly Robinson, Jessica Thompson, Josh Clemons, Nicholas Robbins, *Virginia Tech*

[New River Room, Conversation Session]

The pandemic has forced a rapid requirement to create quality asynchronous learning experiences. Bridging the gap that supports students’ learning online with quality personalized support through human interaction for mid-sized to large classes can be done utilizing an emporium model with online on-demand instruction and online instructional tools. Let’s discuss how to use this cost-effective model to create an asynchronous online learning experience like no other for your students. Leave the session with ideas to redesign courses for mid-sized to large classes through lessons learned and experiences from the pioneer in emporium models, the Virginia Tech Math Emporium.

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Lessons Learned during the Transition to Online Learning

Angela Anderson, Heather Cox, Renee Eaton, Nicolin Girmes-Grieco, Deborah Good, Danny Jaskowak, Michelle Rockwell, *Virginia Tech*

[Solitude Room, Research Session]

An online survey was sent in June of 2020 to all Human Nutrition, Foods, and Exercise undergraduates at Virginia Tech who were enrolled in the spring 2020 semester to assess their experience with the transition to online learning. Findings indicated that students desired more faculty interaction and support, while also enjoying the flexibility of video lectures. When assessing individual classes for eMpowerment, Usefulness, Success, Interest, and Caring using the MUSIC Model, the students perceived the Caring component was the most lacking. Results were shared with faculty, and students will be re-assessed at the end of the fall semester 2020.

Engaging Students and Saving Time with Calibrated Peer-Grading and Group-Work

David Liptrot, *Kritik*

[Solitude Room, Sponsor Session]

The new reality of Higher Education has also brought a new set of challenges to educators and students: How do you facilitate a social-academic community when you can't see anyone face-to-face without spending countless hours grading? During this session, we will explore how leading educators have successfully introduced calibrated peer-assessment and group-work into their courses leading to time saved, and higher levels of knowledge retention and critical thinking amongst their students. Additionally, we discuss how this newly freed-up time affords professors the opportunity to do more personalized coaching, and to focus on the students who need their help the most.

Concurrent Session 9

2:45 pm – 3:30 pm

Online and Blended Learning Planning Matrices

Mary Slade, Patricia Westerman, *Towson University*

[Cascades Room, Practice Session]

Whether due to design or extenuating circumstances, the transformation of a traditional university course to online or blended formats is arduous for most university faculty; thus, requiring thorough contemplation, planning, and execution. The course development process includes awareness of online and blended course delivery formats, platforms, models, pedagogies and best practices (Lederman, 2020). A five-step process using planning matrices was created to support faculty's transformation of F2F courses to remote learning due to the unexpected closing of campuses in 2020. This presentation focuses on the five-step planning process and using a multiple matrices approach to course design and delivery.

Relational Imagination: Deepening Student Learning Through the Power of Relationships

Andrew Kaufman, *University of Virginia*

[Drillfield Room, Practice Session]

Books Behind Bars: Life, Literature, and Leadership is a nationally recognized, ten-year-old community engagement course, in which UVa students meet with students at a maximum-security juvenile correctional center to explore questions of meaning, value, and social justice through conversations about Russian literature classics. In this interactive workshop, course creator Andrew Kaufman invites participants to

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experience the pedagogical principles that have helped students from both groups develop their capacity for “relational imagination,” or the application of imaginative thought to the asking and answering of relationship questions. This crucial skill set enhances students’ tolerance, empathy, and capacity for creative collaboration.

Universal Design for Learning during the time of COVID-19

Lisa Wisniewski, John Kania, *Goodwin University*

[Duckpond Room, Practice Session]

Access and equity for at risk students in higher education has consistently been a challenge made even more difficult with the onset of the pandemic. Students lost in-class access to their instructors and faced additional challenges due to the technological gap. Participants will be given a brief overview of Universal Design for Learning principles with a focus on the purpose of this framework and why this model is critical in providing opportunities the new era of higher education. Participants will engage with UDL strategies and also reflect on their own practice with a focus on why this is important.

Strategies for Integrating Service Learning Outcomes with Course Curriculum

Jordan Wilson, Pete Ziegler, Hannah Scherer, *Virginia Tech*

[Ellett Valley Room, Practice Session]

Service learning activities must be aligned with desired student learning outcomes (SLOs). The Civic Agriculture and Food Systems (CAFS) Taskforce developed unified CAFS programmatic service learning (SL) outcomes which articulate what students should gain from SL activities embedded within courses. The purpose of this practice session is to 1) share the SL-SLOs that guide the practice; 2) illustrate how the SL-SLOs were supported in the introductory course in the sequence; and 3) engage participants in discussion about the application of the SL-SLOs in their own instructional context and modifications for meeting them in a virtual learning environment.

Using Behavior Analytic Principles to Enhance On-Campus and Online Instruction

Rachel Potter, *Mary Baldwin University*

[Huckleberry Room, Practice Session]

While the field of Applied Behavior Analysis (ABA) is most commonly associated with treatment and intervention for individuals with autism and developmental disabilities, the true science of ABA is simply the application of the science of learning and behavior to effect measurable and meaningful change in others. As teachers in any subject matter, we can apply these same basic principles to increase student engagement, fluency, attendance, and mastery of our content. In this presentation, attendees will learn several strategies grounded in the science of ABA that they can implement in either/both on-campus and online instruction.

Affective and Reflective Learning Outcomes: Making the Invisible Visible

Liz Thompson, Nicole Wilson, *James Madison University*

[New River Room, Conversation Session]

An instructional designer and librarian spent an academic year reviewing the literature, mapping across Libraries’ student instruction, and considering the current social landscape, and we are ready to propose to our colleagues that we add three overarching dispositions (grit, reflection, and community) to our Information Literacy goals. The goal of this session is to facilitate discussion rooted in diverse participant experiences. Through prompts, we’ll explore and identify the affective and reflective learning outcomes from courses, projects, and/or assignments that make these more visible and concrete across disciplines.

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“There is No Hierarchy of Oppressions”: Teaching for Solidarity

Daisy Breneman, *James Madison University*

[Solitude Room, Conversation Session]

In “There is no hierarchy of oppressions” Audre Lorde writes “I cannot afford the luxury of fighting one form of oppression only.” In this highly divisive time, teachers in higher education must remain vigilant against a hierarchy of oppression, monolithic categorization, tokenization, and exclusionary understandings of oppression.

This facilitated conversation will examine how a deeper understanding of intersectionality, coalition-building, and other anti-oppressive praxis can inform our teaching. Participants will explore intersectional strategies, and consider how current crises make these conversations urgent. Most importantly, we will use the space to build community, with empathy and care.

Concurrent Session 10

3:45 pm – 4:30 pm

Navigating Crossroads of Power, Language, and Culture in Team Teaching

Nichole Nunoo, Jama Coartney, Tracy Rutherford, *Virginia Tech*

[Cascades Room, Practice Session]

The proposed presentation explores team teaching or co-teaching a Fall 2020 undergraduate communication class on professional writing from the dual perspectives of instructors of record and graduate students. We present highlights of our experiences with navigating power, language, and culture between instructors.

Preparing Diverse Undergraduate Students for Careers in Digital Media Production

Jeff Spoonhower, *University of Notre Dame*

[Drillfield Room, Practice Session]

How can digital media production courses be structured to best meet the needs of students from diverse academic backgrounds with little related experience? What content should be covered and how can these learning materials be delivered effectively, efficiently, and in ways that engage students? In my practice session, I will share the ways in which I design and teach digital media production courses at the University of Notre Dame to best prepare my students for careers in a wide variety of production environments as well as graduate school programs in media studies and production.

Using Affective Assessments to Redesign Courses that Motivate Students

Meghan Byrnes, Brett Jones, Harold McKenzie, *Virginia Tech*

[Duckpond Room, Practice Session]

In this session, we will describe how we administered a validated affective assessment in all courses for first- and second-year students at a veterinary college. The assessment measured students’ perceptions of autonomy, usefulness, success, interest, and caring — perceptions that researchers have shown to be related to students’ motivation and engagement. We will explain the format of the assessment, how the results can be interpreted, how we shared the results with course leaders, and how one course leader used the results to work with participating faculty to implement motivational strategies prior to teaching the course the following year.

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Writing Matters: Re-envisioning the Writing Center Through a Postcolonial/Pedagogical Lens

Tina Matuchniak, *California State University - Long Beach*

[Ellett Valley Room, Practice Session]

This session will describe one college writing center's re-vision of its mission and its practice to better align itself with a postcolonial, antiracist pedagogy. The re-vision will include a description of writing tutor recruitment and training, culturally relevant and antiracist curricula, and instructional practices that stretch beyond mere acculturation into the university. Participants will leave the session with an understanding of the political implications of what might be considered "conventional" practice in their particular contexts/sites and will have some preliminary ideas of how they might employ more equitable pedagogies to replace those that do not serve all students.

Empowering Students and Improving Learning Through Midterm Student Feedback

Peter Ufland, Christian Aguiar, Andrew Howard, *The University of the District of Columbia-Community College*

[Huckleberry Room, Practice Session]

This session will introduce attendees to Midterm Student Feedback (MSF). Midterm Student Feedback, unlike end of semester evaluations, is both timely and purely formative; it offers instructors an opportunity to identify what is and is not helping students learning at a point in time that allows for changes that will positively impact those students currently enrolled in courses. This feedback not only helps the instructor improve the learning environment, but also provides students with a sense of empowerment by offering them meaningful input into their learning experience. Moreover, there is a broad consensus on the positive impact of MSF.

In the Field: Effective Experiential Learning with Client Partners

Jane Machin, Gary Schirr, Maneesh Thakkar, *Radford University*

[New River Room, Conversation Session]

From architecture to advertising, consulting projects with real clients are frequently introduced to provide students with hands-on experiences that enhance learning. Recurrent operational issues, however, often diminish the potential benefits of this pedagogical strategy. This conversation focuses on strategies to effectively and efficiently introduce client projects into the higher education classroom. Tactics that help overcome common issues will be identified with special attention paid to the pros and cons of working with third-party client managers.

Hybrid Learning: What I Discovered Before A Global Pandemic

Kathleen Carper, *Virginia Tech*

[Solitude Room, Conversation Session]

When I started my dissertation research, I told everyone that hybrid learning was going to be the future in higher education. While I did not create a global pandemic to prove my point, it turns out that my assumptions were shockingly accurate. The findings of my dissertation have many helpful insights for those embarking on a hybrid learning journey, so I am excited to share and discuss these. The purpose of this conversation session is to help anyone in higher education further understand the role of hybrid learning in academia, as well as some best practices for this delivery modality.

STUDENT SUCCESS STRATEGIES FOR ONLINE AND BEYOND

FORTHCOMING

Keeping Us Engaged

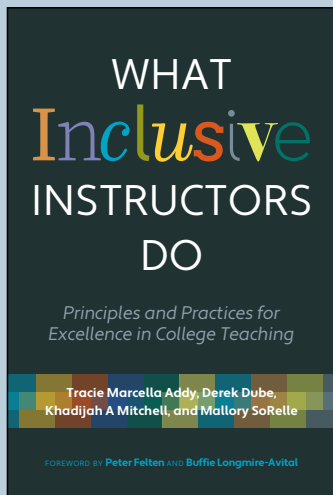
Student Perspectives (and Research-Based Strategies) on What Works and Why

Christine Harrington and
50 College Students

Foreword by José Antonio Bowen

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What Inclusive Instructors Do

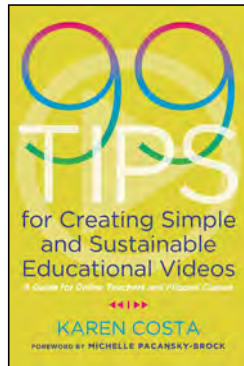
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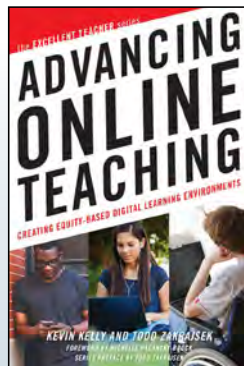
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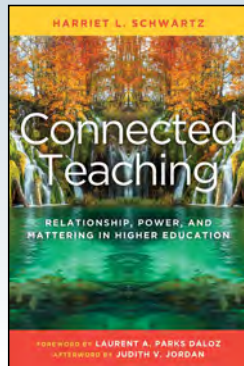
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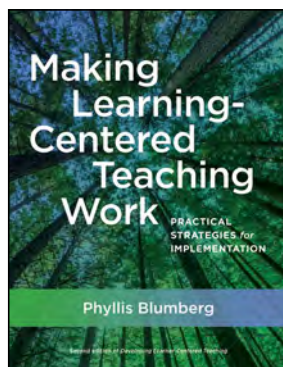
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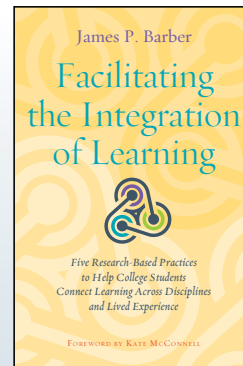


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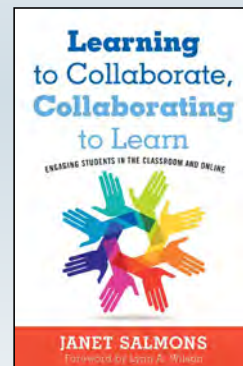
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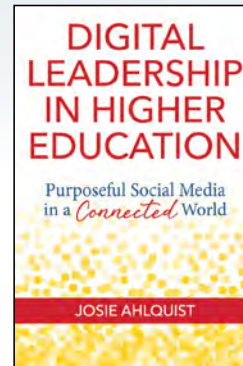
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