

2021



CONFERENCE ON HIGHER EDUCATION PEDAGOGY

PROCEEDINGS

About the Conference on Higher Education Pedagogy

The conference showcases the best pedagogical practice and research in higher education today. Sessions address disciplinary and interdisciplinary instructional strategies, outcomes, and research. Each year we welcome over 500 faculty and instructors in Higher Education dedicated to teaching excellence.

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CONVERSATION SESSIONS

"There is No Hierarchy of Oppressions": Teaching for Solidarity

Daisy Breneman, James Madison University

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.

In "There is no hierarchy of oppressions" Audre Lorde (1983) writes "I cannot afford the luxury of fighting one form of oppression only." She reminds us that attempts to make us choose or prioritize which form of oppression to fight, or to make oppressed groups fight each other, is an attempt to neutralize social justice work through division.

Other scholars have contributed to our understanding of intersectionality, including legal scholar Kimberle Crenshaw, who is credited with originating the term as a frame for understanding discrimination. Though intersectionality has taken on many meanings, and some controversy, it remains an important tool for understanding the ways that identities, oppression, and resistance intersect.

Writer Ijeoma Oluo highlights the importance of making sure anti-racist arguments avoid oppressing other groups and of being "willing to fight oppression in all forms" (46-47). Scholar Elizabeth Cole (2008) explores the ways coalition building can be of political and theoretical advantage, moving away from "categorical approaches to intersectionality" to ones that emphasize connection and common ground.

Yet, despite the in-depth theoretical studies of intersectionality, and many reminders of its value, sometimes anti-oppressive work factionalizes, fragments, and works against itself. We sometimes fall into the trap of the Oppression Olympics (Ridgeway). Even those of us who teach courses in social justice-related fields sometimes fail to employ intersectional approaches.

People who inhabit both marginalized and dominant identities (which is most of us) sometimes invoke one form of oppression to avoid talking about another form in which they are complicit. For example, a white female student could invoke gender as a way to avoid acknowledging racism. Iem Sensoy and Robin DiAngelo (2014) discuss the ways that developing community guidelines, a common social justice education practice, can actually reinforce oppression by meeting the needs of dominant groups at the expense of members of marginalized group; they note, "any resistive practice can come to serve the very interests it was developed to oppose" (3).

In this highly divisive time, teachers in higher education must remain vigilant against creating a hierarchy of oppression, monolithic categorization, tokenization, and exclusionary focus on one form of oppression at the expense of others. Particularly given the sheer number and depth of crises impacting us now, we may lose vigilance because of exhaustion. This makes embracing community, coalition, and solidarity all the more valuable.

This facilitated conversation will examine how a deeper understanding of intersectionality, coalition-building, co-conspiratorship, and other anti-oppressive praxis can inform our practices in the college classroom. Participants will explore strategies for making sure we, and our students, embrace truly intersectional approaches to learning, in all fields. We will consider how the current intersecting crises make these conversations urgent and important. Finally, and perhaps most importantly, we will approach the conversation with empathy, care, and the grace we all need during challenging times, and will use the space to build supportive community.

Conversation Questions:

- What are some of the ways that students (and ourselves, and our institutions) resist intersectionality and solidarity? What are the structural, interpersonal, and personal barriers to working together?
- In what ways have the current crises both complicated and intensified both the barriers and the urgencies of

intersectionality and coalition-building?

- During such tumultuous times, what are some ways we can model and encourage students to work across difference, resist hierarchies of oppression, and work in solidarity? What practices and strategies do you use to heighten solidarity and coalition-building in your classroom and community?
- What are some of the concerns or limitations of such approaches? What are the strengths? How can you work to address the concerns and maximize the strengths?

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<https://democracyeducationjournal.org/home/vol22/iss2/1>

"Zoomed Out": The Exhaustion of Teaching Online

Lorie Kramer, Karen Stylianides, Pennsylvania State University

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.

During this historic pandemic, educators were forced to continue teaching using online platforms, such as Zoom. This did not come without challenges and months later, the term 'Zoom fatigue' was coined to describe the experience of feeling drained, exhausted, stressed, and/or overwhelmed after attending a series of videoconferences. Fatigue results from how we process information during a video conference (Fosslien & West Duffy, 2020). Crisman (2020) describes the impact of this fatigue on healthcare workers and children/youth mental health professionals. According to Dudley (in Callahan, 2020), "We used to take breaks from people by spending time on our gadgets. Now, we take breaks from our gadgets by seeking out real, live human connection." Given this shift and pressure to continue teaching via videoconferencing, it would benefit educators to have an open discussion of how Zoom fatigue has impacted them personally and professionally, as well as what they are doing to cope with this new style of teaching.

Session Agenda:

Introduction (5 minutes): introduce presenters, introduce attendees to topic of Zoom fatigue, and explain the agenda for the session

Group Discussion (35-40 minutes): Questions will include: What has been your experience with Zoom fatigue? What has changed about your teaching perspective due to Zoom fatigue? What have you personally or professionally done to combat this fatigue? What changes have you seen in students that may be due to Zoom fatigue?

Wrap Up (5 minutes): Questions will include: What are the take-aways from this discussion? What strategies can you use in your personal and professional life to address this new phenomenon?

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

Nancy Knapp, University of Georgia

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 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.

Since the heyday of educational radio in the 1920s-30s, through the development of educational television in the 1950s, to the more recent rise of MOOCs, educators have long hoped that technology could make possible low cost, high quality education for everyone (Dousay & Janak, 2018).

Today, colleges are increasingly looking to online courses and programs as means of realizing this dream, for both altruistic and practical reasons (Allen & Seaman, 2015). Online programs do offer increased accessibility for many who are barred from participating in traditional higher education by cost, distance, and/or life circumstances. At the same time, many institutions are struggling with ongoing budget cuts and declining enrollments due to population shifts (Grawe, 2018), and see online programs as a way to boost enrollment at a lower cost than traditional face-to-face education. The current pandemic has greatly exacerbated these trends, but they have been developing for nearly a decade.

Thus, there is a growing pressure to offer large-scale, fully online degree programs (Busta, 2019). Courses in such programs may contain hundreds, even thousands, of students taught asynchronously by a single faculty member, often with the help of multiple graduate assistants. They often employ a teaching-as-transmission pedagogical model, similar to the old-fashioned large, lecture-based F2F courses so many of us experienced as undergraduates--read a chapter, listen to (or watch) a lecture, take a quiz--and they are subject to similar problems: student disengagement, lack of peer-to-peer and student-teacher interaction, and high dropout rates (Mulenburg & Berge, 2005; Yuan & Kim, 2014).

But do they have to be this way? For decades, many faculty in higher education have been moving away from traditional lecture-based teaching (Lambert, 2012) toward constructivist instructional models that include collaborative learning tasks and assessment based in real-world problems, increased learner choice and interaction, and an emphasis on process as well as product (Jonassen, 1994). This conversation session will focus on whether and/or how we can do this less-traditional kind of teaching in very large online classes (VLOCs) of the sort we are being increasingly urged to teach, and if so, how?

I will be sharing with participants a bibliography of articles pertaining to VLOCs, plus examples of some promising ideas like student working groups, job-embedded projects, and mobile-facilitated interaction strategies. However, I will be bringing far more questions than answers to this session, plus a very personal interest. I have taught online for many years, but only smaller classes.

Conversation Questions:

- (How) Can we impart a real sense of teacher presence and structure meaningful and useful peer interaction in VLOCs?
- (How) Can we do problem- and project-based learning, using authentic learning contexts in VLOCs?
- (How) Can we honor students' diverse experiences, interests, and goals in VLOCs?
- (How) Can we design assessments that promote critical and original thinking that are still practical to grade in VLOCs?

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A Conversation on Teaching Students to Think Critically

Shawn Bielicki, Alexandra Barnett, Liberty University

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.

An overview of critical thinking will be provided and various methodologies and pedagogies discussed. This will be followed by a round-table format discussion.

Students can better develop their critical thinking skills through reading, note-taking, and writing (Brookfield, 2012). Best educational practices literature recommends introducing the readings to the students and setting the stage before assigning them (Nilson, 2010). Providing students with a couple of study questions helps guide their reading (Brothen & Wambach, 2000) and keeps them engaged (McKeachie & Svinicki, 2006). When note-taking, students should take a more critical appraisal of the material and interact with the text, not solely provide a summation or study guide for later (Bean, 2011). According to Brookfield (2012), a critical examination of material needs to (a) assess the credibility of the author and material; (b) discover any pre-conceived notions and procedures; (c) appraise the writing and message; and (d) compare the material to other material and previous knowledge.

Professors can teach students to think critically through discussion, questioning, and experiential learning (Brookfield, 2012; McKeachie, 2002). According to McKeachie and Svinicki (2006), discussion is particularly useful when (a) teaching students to think in connection of the content; (b) teaching students to assess the logic or proof for situations; (c) providing students the occasion to express applications for the philosophies; (d) motivating students to learn; (e) encouraging students to communicate what they have learned; and (f) providing quick feedback on student learning. One of the most common questioning techniques is the Socratic Method which uses reason and previous knowledge to build upon and then apply to other applications. Classes that engage students with scaffolding-type questions built through a focused sequence and which lead students to think deeper and more critically about a certain aspect or concept are far better than those that simply ask random or unconnected questions (Nilson, 2010). Experiential learning adds relevance and awards students the opportunity to demonstrate and hone their critical thinking skills (Nilson, 2010; McKeachie & Svinicki, 2006).

Conversation Questions:

- How does your university handle teaching students to think critically (course or competency)?
- How can students develop critical thinking skills through reading, note-taking, and writing? How could you implement some of these strategies into your courses?
- Does anyone have any pedagogical approaches to teaching students to think critically? How could these approaches work for each of you in your subject matter or content area?
- Does anyone wish to share any sage advice that may benefit another in this pursuit?

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Brookfield, S.D. (2012). *Teaching for critical thinking: Tools and techniques to help students question their assumptions*. San Francisco: Jossey-Bass.

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McKeachie, W.J., & Svinicki, M. (2006). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (12th ed.). Boston, MA: Houghton Mifflin.

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Affective and Reflective Learning Outcomes: Making the Invisible Visible

Liz Thompson, Nicole Wilson, James Madison University

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.

When we think about learning, we often focus on content and deliverables, but learning is also a reflective and emotional process. To capture the emotional and reflective part of learning, we are highlighting the attitudes and emotions that come into play. While the JMU Information Literacy (IL) goals mainly focus on the ACRL IL Frameworks knowledge practices (behavioral and cognitive), this new section fills in the gaps by focusing on the dispositions (metacognitive and affective). We agree with Dawes (2016) that it is imperative for all information literacy instruction to "include teaching that facilitates an understanding and mastering of information literacy skills, and [emphasis added] a teaching of information literacy concepts that results in the transformation of behavior and a new way of thinking." Knowing that the dispositions will be self-reported and potentially difficult to assess, this new section includes three overarching concepts that, instead of being nested under each IL Frame, show up across Frames. These three overarching dispositions include embracing flexible ways of thinking (Grit), reflecting on perspective: one's own versus others (Reflection), and valuing the scholarly ecosystem (Community).

Grit

An information literate individual embraces flexible ways of thinking. They value persistence and recognize that ambiguity can benefit the research process. They adopt a positive attitude toward intellectual curiosity and the personal process of learning.

Reflection

An information literate individual recognizes their roles as producers, collaborators, and distributors. They are aware of the power and effect of their biases in these roles. They develop intellectual humility and use mistakes to develop new insights.

Community

An information literate individual has a responsibility to be civically engaged in the community. They adopt an attitude that values the efforts, cultures, and ethics within and beyond the scholarly ecosystem. They are aware of power differentials in scholarly conversations, question whose voices are not present, and advocate to bring marginalized voices into the conversation while providing empathy and care.

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.

Conversation Questions:

- How do we design learning opportunities/experiences for students that encourages them to embrace these three areas?
- Grit - embracing flexible ways of thinking,
- Reflection - reflecting on perspective: one's own versus others, and
- Community - valuing the scholarly ecosystem.
- Has this been on your/your department's radar but there's uncertainty about how to approach these affective

and reflective learning goals? How might you get colleague buy-in or what would buy-in look like? How might you get the students to buy-in to being a more informed and empathetic citizen? Did you do it years ago / more recently?

- Have you incorporated these types of learning outcomes in their curriculum/assignment/project/course? If so, what was the process? How did you gain buy-in from the department?
- How do the students respond to learning outcomes that aren't focused on content? And how do you assess it (formative versus summative assessment)?

Mixing It Up: Teaching Information Literacy Concepts through 'Different Ways of Learning'

<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1370&context=libraryscience>

ACRL Information Literacy Framework <http://www.ala.org/acrl/standards/ilframework>

JMU Information Literacy goals <https://cdn1.lib.jmu.edu/wp-content/uploads/JMU-Information-Literacy-goals-handout.pdf>

<https://www.lib.umt.edu/services/info-lit/curriculum.php#knowledge>

2018 Metaliteracy Goals and Learning Objectives <https://metaliteracy.org/learning-objectives/2018-metaliteracy-goals-and-learning-objectives/>

Getting at the Dispositions <https://www.informationliteracyassessment.com/?p=739>

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

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

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.

As part of a course redesign initiative, the Virginia Tech (VT) Math Emporium became the archetype of the emporium model that bent the rules on combining technology, on-demand instruction, and institutional cost-cutting (Twigg, 2011). The emporium model allows students to gain ownership and control over their learning being able to manage the pace, choosing from a variety of resources including both technology based and personalized support, and determining how to learn in a way that best suits their needs. A hallmark of the emporium model is the on-demand instruction provided by faculty and peer tutors. On-demand instruction supports students as they initially struggle with new concepts and processes.

During the National Center for Academic Transformation (NCAT) course redesign initiative, Emporiums transformed the learning experience of students in several colleges and universities. In each, the student success rates improved across each course that was offered using the emporium model (Twigg, 2011). While improved student grades are an immediate gain, retention is the ambition of education. Wilder & Berry (2016) investigated student achievement and retention of mathematics for Algebra students and concluded that retention of the concepts covered in the course was stronger among students learning with the emporium model in comparison with a traditional format.

Speculating that accompanied a study of community colleges using the emporium model suggests the self-directed nature of the model prevents students and professors from forming relationships (Kozakowski, 2019). Peer tutors are purposefully included in the instructional design of courses employing the emporium model. Case study research suggests inclusion of well-trained, integrated peer tutors improve not just the overall course and students' grades but also the experience of the peer tutors, faculty, and the broader campus culture (Dvorak & Tucker, 2017).

The VT Math Emporium has adapted since its inception especially in the face of the pandemic but one thing has remained the same, the belief that students learn by doing. Using a proprietary assessment system that contains a large database of practice problems, students learn by doing math problems for mastery while peer tutors wait in the wings, virtually at the moment, to provide on-demand support and coaching at a student's request. Faculty monitor and assist students through several modalities, including scheduled weekly review sessions. Students work at their own pace but are expected to meet weekly deadlines at a minimum to progress through the course. Course enrollments total approximately 3,000-4,000 students each semester for six introductory level mathematics courses with a success rate of 79% (letter grade of C or better).

Guided by the team of instructors and instructional managers from the VT Math Emporium, session participants will use a handout of prompts to begin identifying and brainstorm how to use the emporium model in courses they coordinate and/or teach. Discussions will focus on instructional changes propagated by the pandemic that have transitioned courses to adopt asynchronous course designs that have lost personal interactions between faculty and students in courses that require a high level of mastery skill building and procedural concept understanding.

Students learn by doing . . .

- What skills do students need to master in your course?
- How do they practice these skills to reach mastery in your course?

Practice for mastery . . .

- What platforms or systems do you have available or can be designed to provide students with repeated practice?

On-demand Instruction . . .

- How do you support students in their pursuit of mastery?
- How could intentionally integrated peer tutors help support students in their pursuit of mastery?
- What skills or methods would you want peer tutors to have or use to support students?
- What methods do you have available to make tutors and yourself available to students through a no-contact or low contact interaction on a personal level?

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Wilder, S. & Berry, L. (2016). Emporium model: The key to content retention in secondary math courses. *The Journal of Educators Online*, 13(2), 53-75.

Bringing Student Learning Experience into Informal Evaluations

Alicia Johnson, Xiaoyan Ma, Virginia Tech

As a result of the spring 2020 semester move to Emergency Remote Teaching due to the COVID19 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.

Over the past two decades the focus of education research has moved to understanding how to improve pedagogical practices of student learning (Johnson, et al. 2005). Several studies have been conducted demonstrating how the flipped classroom approach can lead to improvements in student achievement (Adams & Dove, 2016; Lawson et al., 2002), improvements in student-learning anxieties (Tooke & Lindstrom, 1998), and enhanced peer-to-peer interactions (McLean et al., 2016).

In late 2019 and in the early months of 2020, the spread of the COVID-19 coronavirus led to worldwide disruption of educational institutions. Colleges and universities in the United States continued to provide educational opportunities for their students; however, face-to-face (F2F) meetings were adjusted to various online settings. Yen (2020) reports that the flipped classroom for online teaching is executable. In fact, by having already implemented elements of a flipped classroom in a traditional class Telles-Langdon (2020) indicates that transitioning to an online class is relatively straightforward. The total impact of the virus on higher education is still being calculated as the virus still remains prevalent throughout the country.

An attempt to return to a near-normal state for many institutions has begun during the Fall 2020 semester. Institutions have implemented a mixture of online, F2F, and hybrid courses. With social distancing being a common practice in the prevention of the spread of COVID-19, questions exist about how F2F flipped classes - which rely heavily on small-group interactions - are conducted safely and effectively. How are instructors still implementing the flipped classroom as a method of student-centered active learning? This session will examine answers from current instructors to this question. Additionally, the session will examine hybrid approaches being taken by institutions as a means to encourage students to remain on campus while simultaneously keeping students safe from contracting and spreading COVID-19.

Goals and Objectives

This Conversation Session proposes the following objectives:

- Participants will identify common practices used by instructors in an active learning classroom.
- Participants will identify adaptations made to their active learning classroom during the COVID-19 era.
- Participants will identify alternative approaches made in hybrid models implemented by their institutions.

Description of the Topic to be Discussed

The primary topic presented is a discussion of how instructors may continue using the flipped classroom while restrictions exist in face-to-face classes. Participants will be asked to provide their experiences, what they find works, and similarly what does not work in their own classrooms. Instructors that are interested in flipping their classroom or modifying their current flipped classrooms to fit better to a hybrid model are encouraged to attend to enhance their present method of content delivery.

Facilitation Techniques

The conversation session will begin with a brief overview of applying an active learning approach and typical approaches made in a flipped classroom, including some of the mediator's personal experiences. Participants of the

session will then be given instructions to facilitate the overall conversation. Small break-out groups will be provided approximately 8 minutes to discuss topics as delivered by the mediator.

Conversation Questions:

- What type of formal/informal evaluations do you perform during and after your courses are complete?
- What evaluation findings have helped you understand student perspectives the most?
- What evaluation findings have encouraged changes to your course designs or instructional strategies?
- What are useful instructional strategies to facilitate communication, interaction, maintain course consistency, and provide access to resources?

Cronbach, L. J. (1983). Course improvement through evaluation. In Madaus, G. F., Scriven, M. & Stufflebeam, D. L. (Eds.), *Evaluation models: Viewpoints on educational and human services evaluations* (pp. 101-115). Kluwer-Nijhoff Publishing.

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Conversation: Flipping in the Era of COVID

Caleb Adams, Radford University

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 worldwide 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.

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approaches made in a flipped classroom, including some of the mediator's personal experiences. Participants of the session will then be given instructions to facilitate the overall conversation. Small break-out groups will be provided approximately 8 minutes to discuss topics as delivered by the mediator.

Conversation Questions:

- If you usually apply the flipped classroom model and your institution has moved courses online, what challenges have you faced and what did you do to overcome these obstacles. If you have not flipped your classroom, what perceived complications do you think may exist?
- How can we, as instructors, encourage more student engagement for classes that utilize the hybrid model?
- What advantages and what disadvantages may exist between the three models of content delivery: face-to-face flipped classroom, hybrid (a mixture of face-to-face and online flipped classes), and purely online flipped classroom. Think about each from the perspective of the instructor and also from the student.
- What technologies exist that may be utilized to enhance the students' experiences if enrolled in a hybrid or purely online course?

Adams, C. & Dove, A. (2016). Flipping calculus: The potential influence, and the lessons learned. *The Electronic Journal of Mathematics and Technology*, 10(3), 154 - 164.

Johnson, L., Adams Becker, S., Estrada, V., & Freeman, A. (2015). *NMC Horizon Report: 2015 Higher Education Edition*. Austin, Texas: The New Media Consortium.

Lawson, A., Benford, R., Bloom, I., & Carlson, M. (2002). Evaluating college science and mathematics instruction. *Journal of College Science Teaching*, 6, 388 - 393.

McLean, S., Attardi, S., Faden, L. & Goldszmidt, M. (2016). Flipped classrooms and student learning: not just surface gains. *Advances in Physiology Education*, 40(1), 47 - 55.

Telles-Langdon, D. Transitioning university courses online in response to COVID-19. *Journal of Teaching and Learning - Special Issue: Digital Learning in Higher Education*, 14(1) , 108 - 119.

Tooke, D. J. & Lindstrom, L. C. (1998). Effectiveness of a Mathematics Methods Course in Reducing Math Anxiety of Preservice Elementary Teachers. *School Science and Mathematics*, 98(3), 136 - 139.

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Asian Journal of Education and Social Sciences, 8(3), 57 - 64.

Exploring Social Justice Pedagogy in Conventional Classrooms

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

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.

How do we apply critical pedagogy to effectively prepare students for future roles in a world that needs just, ethical, and carefully reasoning leaders? As generations become more diverse and more students arrive with heightened consciousness of the injustices in the world, students are calling on all organizations to do more to solve societal problems (Parker, Graf, & Igielnik, 2019). These demands are translating into classroom expectations for faculty to be prepared to engage these topics across academic disciplines. This session offers a conversation and guidance for those who are interested in reconstructing conventional pedagogy in courses and disciplines that lack a dedicated history of engagement with social justice issues.

In this session, facilitators will begin by briefly summarizing relevant data to frame the priority of making key pedagogical changes, and outline key tenets of critical pedagogy for the kind of future leaders we hope to support and cultivate. Breunig (2016) defines critical pedagogy as using "education as a means to bring about a more socially just world" (p. 1), and this session will draw on a variety of critical pedagogical traditions (Anzaldúa & Keating, 2015; Darder, 2003; Delgado, Stefancic, & Harris, 2017; Eisner, 1985; Freire, 2005; Graeber, 2004; Hanh, 2015; hooks, 2003; Lorde, 2020). The facilitated discussion that follows will invite roundtable participants to pose the tough, frustrating, and often unspoken questions about how to engage these questions in our classrooms. We'll then explore how we might apply critical pedagogy in mini-vignettes that are modeled after situations that might actually occur in our classrooms.

An outline of the 50-minute session and how we will facilitate the conversation:

1. Welcome and overview / Framing Question (5 minutes)
2. Summary of data / General overview of critical pedagogy (10 minutes)
 - a. Provide a two-sided handout: Side 1: Brief summary data about the student of the future. Side 2: Defining Critical Pedagogy and providing three tenets from the facilitators.
3. Tough Questions (15 minutes) - Facilitate discussion around three key questions:
 - a. What's at stake with these conversations? (for faculty, for students, for society)
 - b. What are the things that enable or prevent you from engaging in difficult conversations about social justice issues in your classes?
 - c. What kind of power relationships exist in your classroom and what other kinds of relationships might need to exist (or be minimized) to enable these conversations?
4. Tough Cases (15 minutes)
 - a. Table Practice using short vignettes to explore how we might approach various situations in the classroom (e.g. One of the four Black people in your classroom brings up BLM protests in relationship to COVID-19 during the Class Q&A. What do you do?)
5. Closing / Take-Aways (5 minutes)

Conversation Questions:

- A. What's at stake with these conversations? (for faculty, for students, for society)
- B. What are the things that enable or prevent you from engaging in difficult conversations about social justice issues in your classes?
- C. What kind of power relationships exist in your classroom and what other kinds of relationships might need to exist (or be minimized) to enable these conversations?

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Faculty/Librarian Collaboration to Improve Transferable Skills Across the Curriculum

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

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.

Virginia Wesleyan University recently transitioned to a new General Education program featuring a series of required sequential seminars taught by full-time teaching faculty across the disciplines. The seminars are structured around developing essential academic skills more so than transferring disciplinary knowledge. Faculty teaching the seminars have collaborated with librarians to solve some of the challenges that have arisen from this curricular model. The purpose of this roundtable is to facilitate conversation about such faculty/librarian collaborations.

As WES seminars were being developed and after several had been taught, instructors wrestled with the tension between framing their courses through their disciplinary lens while also teaching transferable reading, writing, information literacy, and oral presentation skills at increasingly sophisticated levels (from first-year through upper-level seminars). We have found that librarians are uniquely positioned to view student learning without disciplinary constraints and to recognize how learning can be transferred across the curriculum. Information literacy encompasses both skills and attitudes about information, how it can be used, and what is entailed at different levels of mastery. These skills and attitudes are learned over time through practice and reflection and will serve students both as college students and as educated citizens thereafter. At VWU, information literacy skills and concepts are necessary for students to compose and edit their writing as required by the WES seminar benchmarks. Therefore, it has proven helpful for seminar instructors to collaborate with librarians in order to help students meet the general education objectives of the seminars.

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 with the seminars. At the beginning, faculty seemed to struggle with setting aside their disciplinary lens when developing a seminar course. 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 and research. The focus for lower level courses was on the evaluation of sources/information.

The four presenters (three faculty and one librarian) will each spend 5 minutes explaining their unique experiences with faculty/librarian collaboration. The remaining time will be breakout sessions where smaller groups will discuss the listed questions. Small groups will end. Each group will share out.

Conversation Questions:

What does your university do to encourage (or discourage) faculty/librarian collaboration related to course or assignment development?

Describe a time you have collaborated with a librarian (or, if you're a librarian, with a faculty person) on an assignment that includes research. What worked and what did not work?

How can we break down research skills (both doing and thinking skills) into manageable activities that result in students "seeing things in a new way" (Meyer & Land)?

Have you ever tried to remove your disciplinary expertise lens and look at an assignment from the perspective of a first-year student? Do you have assumptions of what they should know and does this discourage student success?

"Framework for Information Literacy for Higher Education", American Library Association, February 9, 2015. <http://www.ala.org/acrl/standards/ilframework> (Accessed October 1, 2020)
Document ID: b910a6c4-6c8a-0d44-7dbc-a5dcbd509e3f

Meyer, Jan. and Land, Ray. Threshold Concepts and Troublesome Knowledge: Linkages to Ways of Thinking and Practising within the Disciplines. Occasional Report 4, ETL Project, University of Edinburgh, Coventry and Durham, 2003.

<https://www.etl.tla.ed.ac.uk/docs/ETLreport4.pdf> (Accessed October 1, 2020)

Middendorf, Joan, and David Pace. "Decoding the Disciplines: A Model for Helping Students Learn Disciplinary Ways of Thinking." *New Directions for Teaching and Learning*, 98, Summer 2004, 1-12.
Wiggins, Grant P, and Jay McTighe. *Understanding by Design*. Expanded 2nd ed.,

How Can We Bring Diversity into the College Classroom?

Laura Waldrep, North Carolina State University

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.

In July 2020, the Conference on College Composition & Communication released a timely and important position statement on Black Linguistic Justice. The position statement contains demands and actions which can be immediately implemented at the classroom level to invite change. In this conversation session, I want to invite participants to discuss and share their thoughts and experiences with adding diversity to their courses. As instructors, it is critical that we look beyond our own experiences and comfort to consider where our students are coming from, especially as we continue to develop a landscape of online, remote, and hybrid learning. Whether we are meeting with students synchronously or asynchronously, in a classroom face-to-face or on a computer screen, our students bring their backgrounds with them into their courses. While many instructors already address issues of diversity and equality in their courses, others may struggle to find the right balance or approach to adjust their class framework to introduce new material.

At the university where I teach first-year composition, which is a required course, we recently had a question added to the course evaluation which asks students whether "issues related to diversity and equity were integrated into course content as a critical element for consideration." Additionally, instructors at the university were required to complete an online diversity training course this semester. During the conversation session, I will briefly share my experiences with attendees to open the discussion of where we can go from here to build these "critical elements" into our courses.

I will begin with a brief explanation of the 4Cs statement, as well as a broader look at what constitutes diversity, before asking others to contribute their own ideas and suggestions for explicitly acknowledging and promoting diversity in their class frameworks, including race, gender/sex, sexuality, and ability. Collectively we will work towards a better understanding of what we can do and how we can do it, sharing resources with one another. I will invite participants to reflect on teaching practices at the institutional and classroom level, and open the conversation to include practical advice for one another about implementing various strategies for classroom practices including discussions, writing assignments, assigned texts and/or videos, and more.

I will share my strategies for enhancing diversity in the classroom and seek additional ideas about what strategies have been most effective for other instructors. We will brainstorm specific resources and ideas to best enhance the student experience in the classroom and consider why and how diversity can affect students' learning as they engage with our courses.

Conversation Questions:

- What policies has your teaching institution integrated and/ or required regarding diversity?
- What strategies have you implemented to address and/or add diversity to your class?
- How can you enhance your students' learning experiences in your course by actively implementing strategies to acknowledge diversity?

Baker-Bell, A., Williams-Farrier, B., Jackson, D., Johnson, L., Kynard, C., & McMurty, T. "This Ain't Another Statement! This is a DEMAND for Black Linguistic Justice!" (2020). Conference on College Composition & Communication. CCCC.NCTE. <https://cccc.ncte.org/cccc/demand-for-black-linguistic-justice>

Hybrid Learning: What I Discovered Before a Global Pandemic

Kathleen Carper, Virginia Tech

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.

Literature Review:

In recent years, there has been a push to include more technology in education, but no one could have predicted how much this would impact all educators by 2020. Hybrid learning was something many educators had heard of, but few had actually studied it or used it in their classrooms. COVID-19, however, has changed the landscape of education; specifically, it has increased the prominence of hybrid learning as a delivery modality because hybrid learning can help to meet social distancing and capacity requirements while trying to maintain some form of face-to-face learning.

Hybrid learning officially started around 2011 (About Us, 2018). It is simply defined as the blend of online and face-to-face instruction. Known for its benefits regarding flexibility in the learning schedule (Crawford, Barker, & Seyam, 2014) and the potential for fewer monetary resources needing to be allocated to infrastructure costs (Peercy and Cramer, 2011), hybrid learning was already gaining traction in higher education prior to the COVID-19 pandemic, but it is now one of the most popular delivery modalities.

The biggest benefit and challenge of hybrid learning is the variance in how it is designed and implemented. It is essentially two types of courses: a face-to-face and an online. Black (2002) argues that students appreciate the face-to-face interaction with the teacher and the web-based learning for the course content. Further, the schedule is highly malleable because patterned attendance (i.e. Tuesday and Thursday) is not always the norm. Additionally, the online portion of the course can typically be completed on the student's own schedule (Olapiriyakul & Scher, 2006). Finally, hybrid learning can help with classroom space demand. Even before COVID-19, universities were struggling to meet enrollment demands regarding classroom space, so hybrid learning can help to improve the overall management of classroom time and space because it allows for smaller class meetings (Olapiriyakul & Scher, 2006).

Overall, hybrid learning was already allowing for variability in a course's content, location, and delivery style, but due to new requirements that challenge these same areas, hybrid learning is becoming even more popular. The challenge is that most people have little training or experience in this realm, so more research and knowledge is needed to make hybrid learning effective across higher education.

Goals/Objectives/Facilitation:

Drawing from my experience collecting data from an undergraduate hybrid course at Virginia Tech in 2019, I will facilitate an interactive conversation around hybrid learning best practices with the following goals: (1) explore the many layers of hybrid learning and how it is being used today (2) share experiences with this modality (3) collaborate with one another to develop ideas for future practice.

The conversation session will begin with an introductory activity where participants will share their experiences with hybrid learning, promoting how hybrid learning has changed the landscape of education. I will discuss my reflections about my dissertation. Conversation participants will be encouraged to deliberate the discussion questions via a "think-pair-share" activity. Finally, we will end with a share-out of final reflections.

Discussion will revolve around the following questions: (1) What is hybrid learning? (2) When can you use it (other than during a pandemic)? (3) What practices associated with hybrid learning? (4) What does hybrid learning add to

research data? (5) What are the strengths and weakness of hybrid learning? (6) How can hybrid learning be used for educational research?

About Us. (2018). Retrieved February 05, 2019, from <http://hybridpedagogy.org/about-us/>

Black, G. (2002). A comparison of traditional, online, and hybrid methods of course delivery. *Journal of Business Administration Online*, 1(1), 1-9.

Crawford, C., Barker, J., & Seyam, A. (2014). The Promising Role of Hybrid Learning in Community Colleges: Looking towards the Future. *Contemporary Issues in Education Research*, 7(3), 237-242.

Olapiriyakul, K., & Scher, J. M. (2006). A guide to establishing hybrid learning courses: Employing information technology to create a new learning experience, and a case study. *The Internet and Higher Education*, 9(4), 287-301

Peercey, P. S., & Cramer, S. M. (2011). Redefining quality in engineering education through hybrid instruction.

In the Field: Effective Experiential Learning with Client Partners

Jane Machin, Gary Schirr, Maneesh Thakkar, Radford University

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.

Experiential learning is a "process whereby knowledge is created through the transformation of experience" (Kolb 1984, p. 38). Experiential learning provides students an opportunity to move beyond abstract recognition to achieve higher order learning goals such as concept application and solution creation (Gaidis and Andrews, 1990). Research in a variety of fields recognizes the value of consulting projects with external, real-world clients to provide such hands-on educational experiences. While client consulting arrangements vary to the degree in which they define roles, expectations and deliverables, all projects face recurrent operational problems, including client cooperation, student motivation, and team evaluation (Gaidis and Andrews, 1990).

This conversation will bring together voices from multiple disciplines with experience managing client projects within the classroom. After attending this session, participants will recognize a variety of different client consulting activities and comprehend the benefits and challenges they bring to pedagogy. By hearing practices adopted in different disciplines, participants will learn novel ways to find, plan, run and debrief consulting projects in their own classroom. This will include client selection, the alignment of course and client objectives, team formation and performance, client cooperation and student assessment. Attention will be paid to the advantages and disadvantages of using third-party client managers to set up and manage consulting projects.

The fifty-minute session will be broken into four sections.

1. Introduction (10 minutes)

In main virtual meeting room, all participants will briefly introduce themselves with their name, academic domain and an example of a client consulting project they have participated in. All information will be captured by a session moderator on a shared virtual collaboration board (<https://app.mural.co/>). Directions for using the Rose, Thorn, Bud discussion technique to identify benefits, issues and opportunities will be presented for the next activity.

2. Break-out Groups (15 minutes)

Participants will be separated into virtual break-out groups to share their personal experiences with client consulting projects, from client identification, to project planning and implementation, and debriefing, using the Rose, Thorn Bud discussion technique.

3. Rose, Thorn, Bud Discussion (15 minutes)

Back in the main virtual meeting room, participants will share the advantages, disadvantages and opportunities they identified with the rest of the group. Groups will be invited to participate sequentially until all ideas have been captured. Responses will be recorded by a session moderator on a virtual collaboration board.

4. Question and Answer (10 minutes)

The session will conclude with an opportunity for further discussion, including an ideation session to generate solutions to unresolved thorns (issues or disadvantages) with using client consulting projects. The potential of third-party client managers will be discussed.

The four professors moderating this discussion have significant experience working with a variety of clients in their classrooms, including independent client projects, as well as the use of experiential projects organized and managed by third-party firms.

[Answers will be recorded by session moderators on the Mural virtual collaboration platform and share live with participants.]

1. Introduction

Please introduce yourself by telling us your name, academic domain and an example of a client partner project. Details for the Rose Thorn Bud session will be presented.

2. Break-Out Groups

Roses: What are the positive experiences you have had? What works? What are the benefits of client projects? Please share specific examples.

Thorns: What are the negative experiences you have had? What does not work? What are the disadvantages of client projects? Please share specific examples.

Buds: What are potential opportunities for using client projects that have not yet been realized? How might they be improved?

3. Discussion

Please share your discussion findings with the main group.

4. Question and Answer

For the thorns you identified, what are some potential solutions? Has anyone else had this experience? How did you manage it? What would you do differently next time?

Has anyone used a third party to manage the client project? Please provide examples of this experience.

Gaidis, W. C., & Andrews, J. C. (1990). Management of experiential learning projects in marketing coursework.

Journal of Marketing Education, 12(2), 49-60.

David A. Kolb. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall

Integrating Ethics and Science Education

Kristin Phillips, Philip Olson, Virginia Tech

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.

Science education traditionally focuses on the discovery and justification of "matters of fact," and on the cultivation of technical skills relevant to various fields of scientific inquiry. Ethical education has traditionally focused on normative concepts, and on the cultivation of practical skills necessary for living a good life. Thus, science and ethics are often viewed (by teachers and students alike) as distinct fields of concerns. Yet critical ethical issues (beyond legal and professional concerns) continuously arise in science, while developments in science and technology continuously transform the moral and political landscapes with which ethicists must grapple. As educators we have opportunities to bridge the perceived gap between ethical and scientific inquiry, and to train the next generation of scientists and ethicists to more fully integrate the construction and application of moral and scientific knowledge.

Integrating ethical and scientific pedagogy has many challenges. For one, the discourses of science and ethics differ considerably, and ethical and scientific practices sometimes seem to be in tension with one another. Second, adding lessons on ethics may require reducing the time spent on scientific content, while time spent studying scientific and technical principles may involve a reduction in time devoted to the study of ethical theories or normative concerns. Questions arise about who should teach ethics in science courses, and who should teach technical and scientific content in ethics courses. However, these and other challenges may be grounded in assumptions embedded in the training that teachers and of science and ethics have themselves received. By facilitating an open discussion of these matters, our session aims to explore the challenges and opportunities presented by prospects for greater integration of ethical and scientific content across higher education curricula.

Our proposal will draw upon the perspectives of two co-leaders, a scientist (Kristin Phillips, VT School of Neuroscience) and a bioethicist (Philip Olson, VT Department of Science, Technology, and Society) who have 20 years of collective experience teaching college courses in philosophy, STS, neuroscience, and biomedical research. Our aim is to highlight the importance of integrating ethical and scientific education, to illustrate how one might do so, and discuss experiences and challenges in our curricula.

Conversation Questions:

What do we hope to achieve by incorporating ethics and science across higher education curricula?

What are meaningful ways of doing so without adversely impacting instructional time/quality?

How can science faculty feel more comfortable teaching ethics? How can ethicists feel more comfortable talking about technical and scientific matters?

Should the intersections of science and ethics be explored in courses specifically designed to address those intersections, or should the study of the intersections of science and ethics be distributed across a curriculum? Should the teaching of these intersections be the responsibility of specialized instructors, or should this responsibility be shared amongst departmental, collegiate, or university colleagues?

Life History as Assignment: Discovering Intersectional Identities

Suchitra Samanta, Virginia Tech

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.

The purpose of this conversation is to discuss the value of having students explore their own life histories and backgrounds in a process of self-discovery, and critically understand how the intersectionality of gender, ethnicity, race, class, sexuality, and more impact their sense of identity and personal growth. While I use self-reflective short assignments in other courses, I assign the life story as a semester-long project in my course "Asian American Experience" (SOC 2514). I describe how I structure and inform this assignment below:

This assignment requires students (diversely Asian, biracial, and some few of other races) to research and reflect upon the trajectory of their lives in a 4-5 page 'life history' paper due end-semester. Students are required to reflect on process, problems, as well as what they learned from this assignment. An early set of readings offers guidelines for this assignment. For example, in an anthology of autobiographical essays by Dartmouth students, we read about a Chinese woman wanting to be white; a Pakistani American woman confronting parental pressures to agree to an arranged marriage; a gay Chinese American student confronting his father's Confucian, patriarchal, heterosexist norms; a Muslim man's changed experiences after 9/11. Students read scholarly articles, other oral histories, a memoir, and see documentaries on the Asian experience in the U.S. As a naturalized Indian American myself, I often share my own experiences with my students.

About two weeks into the semester, I provide a broad rubric for the paper suggesting that students search for themes of interest to them (so, not a chronological account), such as gendered differences in parental expectations (including non-cisgender identities); religious constraints and expectations; educational pressures to perform to an "Asian" stereotype; experiences of racism and discrimination; what it means to retain or lose a mother tongue. Students conduct their research by telephone or e-mail, or in person with family. They present early thoughts in class in a two-page paper, while others offer critiques and suggestions for their peers. I then offer my own comments and suggest directions.

My "conversation" will ask participants to share their thoughts on this pedagogical tool, how to use it effectively, and to comment critically on its value. I have personally found this assignment to yield thoughtful, self-reflective papers, including by non-Asians, excitement at what students learned, and assertive of a sense of self and identity, sometimes in critical comparison to students of other races or ethnicities in the class. I will share excerpts from these reflections with participants at the conversation. This assignment, I propose, contributes to a more substantive understanding of inclusion and diversity by students.

Conversation Questions:

- Do participants use this pedagogical method, and if so, in what courses?
- How do they describe this assignment (i.e. what is the rubric they use?)
- How do they assess and evaluate such an assignment?
- How do students feel about the effectiveness of such an assignment? What do they learn?

Garrod, Andrew & Robert Kilkenny, eds. *Balancing Two Worlds*, Asian American College Students Tell their Life Stories. Cornell University Press, 2007

Han, Arar & John Hsu, eds. *Asian American X. An Intersection of 21st Century Asian American Voices*. Ann Arbor, MI: University of Michigan Press, 2010

Chung, Nicole. *All You Can Ever Know. A Memoir*. NY, NY: Catapult, 2018

Mindfulness and the Role of Contemplative Pedagogy

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

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

Using materials gathered from a 2019-2020 professional learning community sponsored by schev, this concurrent session will explore the topics of mindfulness and contemplative pedagogy and how faculty can better support student retention through these practices. While the topics of mindfulness and contemplatives are criticized from traditional academic perspectives, these holistic approaches can provide a sense of "being in the moment" for both students and faculty alike. Through reflective journaling, meditation, and centeredness, participants look inward for motivation and patience. Exploring the current research regarding mindfulness and contemplative pedagogy, as well as reviewing "the conteplative community in higher education toolkit" created by the center for contemplative mind in society, participants will discuss how to bring these activities into their own classrooms, and how these practices may be modified to fit digital delivery instruction.

Conversation Questions:

- What does it mean to plan lessons with a contemplative pedagogical standpoint?
- Does contemplative pedagogy really impact retention?
- How can faculty collaborate mindfulness activities?

Baird B, Mrazek MD, Phillips DT, Schooler JW. Domain-specific enhancement of metacognitive ability following meditation training. *J Exp Psychol Gen.* 2014 Oct;143(5):1972-1979. doi: 10.1037/a0036882. Epub 2014 May 12. PMID: 24820248.

Bruce MA, Skrine Jeffers K, King Robinson J, Norris KC. Contemplative Practices: A Strategy to Improve Health and Reduce Disparities. *Int J Environ Res Public Health.* 2018 Oct 15;15(10):2253. doi: 10.3390/ijerph15102253. PMID: 30326604; PMCID: PMC6210378.

Chaterdon, K. (2019). Writing into Awareness: How Metacognitive Awareness Can Be Encouraged through Contemplative Teaching Practices. *Across the Disciplines*, 16, 50-65.

Ergas, O. and Hadar, L.L. (2019), Mindfulness in and as education: A map of a developing academic discourse from 2002 to 2017. *Rev Educ*, 7: 757-797. doi:10.1002/rev3.3169

Patrick R. Manning. (2020) Teaching Contemplatively for Unified Hearts and Communities. *Religious Education* 115:3, pages 278-290.

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

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.

Introduction (10 Minutes): introduce the topic to the attendees, share personal experiences and challenges face when searching for freely accessible discipline-specific pedagogy resources

Group Discussions (15 minutes): Depending upon the number of people that attend, we will break the attendees into smaller groups based on discipline (e.g., Arts and Humanities, Natural Sciences, Social Sciences, etc.) for discussions. Attendees will be asked to consider the following questions: How do you research and access new teaching practices in your discipline? What pedagogical resources do you wish you had at your disposal to help you prepare your courses? If you had more time and support, how would you envision improving your pedagogical content? What barriers for sharing open-access resources exist in your discipline?

Discuss (10 minutes): Once the groups have discussed the questions, attendees will reconvene to highlight the themes raised during their discussions, including the identification of discipline-specific open-access resources or lack thereof, institutional financial and resource equity issues, and barriers (i.e, concerns regarding sharing resources) and opportunities to contribute to one's discipline as an educator.

Wrap Up (10 minutes): Are there disciplines/fields with good or poor resources for pedagogical resources? Is there a need for more open-access resources? Advice or guidance for developing your own repository or journal.

Conversation Questions:

- How do you research and access new teaching practices in your discipline?
- What pedagogical resources do you wish you had at your disposal to help you prepare your courses?
- If you had more time and support, how would you envision improving your pedagogical content?
- What barriers are faced when sharing resources with other educators?

Using Course-Based Undergraduate Research Experiences in the Classroom

Joseph Wirgau, Margaret Pate, Radford University

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

Undergraduate research experiences provide benefits for many individuals involved, including the student, faculty, and the university. For the student, research experiences provide an opportunity to develop transferrable skills that extend beyond their time in college, including critical thinking, problem solving, and creativity (Council on Undergraduate Research, 2020). Students who are involved in research at the undergraduate level experience intellectual independence that prepares them for further education and successful careers. Research on skill development has found that undergraduate research experiences are particularly beneficial for traditionally underrepresented students (Hernandez, Schultz, Estrada, Woodcock, & Chance, 2013). For the university, undergraduate research experiences improve retention and graduation rates (Council on Undergraduate Research, 2020).

Many students become involved in research, scholarship, and creative inquiry through faculty mentored projects. However, through data at our university, we have found that the number of these "apprentice-style" opportunities has not increased over time, representing that we have likely reached the limit of what faculty can offer in a one-on-one mentoring role. We also found through our university data, which is supported by published literature, that apprentice-style research experiences do not serve underrepresented students at a rate equivalent with their prevalence at the university (Bangera & Brownell, 2014). In order to aid in the development of skills necessary for the 21st-century work force and professional education, it is imperative that we increase the number of research, scholarship, and creative inquiry opportunities across our campuses.

The most practical way to achieve this is by the use of Course-based Undergraduate Research Experiences (CUREs). CUREs have been shown to not only raise retention and graduation rates, and provide students necessary skill development, but to do so in a more inclusive and equitable manner than through traditional mentored research (Bangera & Brownell, 2014). CUREs assist in removing barriers for students, such as the lack of awareness of opportunities, cultural norms associated with research, and financial and personal barriers, so that they may be involved in research experiences. CUREs also assist in getting students involved in research earlier in their college tenure than the apprentice-style experience, which will serve to benefit them in their coursework.

Based upon anecdotal evidence, it appears that many of today's faculty were likely trained under a traditional classroom model that was teacher-oriented with little opportunity for experiential learning. While many faculty have invested time in learning about the benefits of student-centered pedagogy, they may still face barriers to implementing these pedagogies in their courses. Therefore, faculty may have a limited understanding of or varied experiences with strategically designing and implementing CUREs, a student-centered pedagogy, in their courses. Through this discussion we hope to hear about individuals' experiences with implementing CUREs at their university. We plan to discuss the successful use of CUREs in the classroom, as well as potential barriers faculty face. We also plan to practically discuss the strategic design of CUREs, including the benefits of scaffolded assignments.

Conversation Questions:

- What is your experience with Course-based Undergraduate Research Experiences?
- What are some opportunities you see for using CUREs?
- What are some potential barriers you see for using CUREs?
- What is a first step you can take to developing a CURE for one of your undergraduate courses?

Council on Undergraduate Research. (2020). Mission. Retrieved from <https://www.cur.org/who/organization/mission/>

Bangera, G. & Brownell, S. E. (2014). Course-based undergraduate research experiences can make scientific research more inclusive. *CBE - Life Sciences Education*, 13, 602-606. doi: 10.1187/cbe.14-06-0099

Hernandez, P. R., Schultz, P., Estrada, M., Woodcock, A., & Chance, R. C. (2013). Sustaining optimal motivation: A longitudinal analysis of interventions to broaden participation of underrepresented students in STEM. *Journal of Educational Psychology*, 105, 89-107. doi: 10.1037/a0029691

PRACTICE SESSIONS

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

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.

This practice session is based on our spring 2020 IDT internship's experience during and through the move to emergency remote teaching (ERT) in the middle of an ID design project. The internship was designed for and by students under the supervision of a faculty member to facilitate relevant learning experiences. Throughout this spring, students worked with stakeholders and subject matter experts (SME) in Immersive Learning and Virtual Reality to provide instructional design solutions to address authentic community needs. As indicated in students' reflections, project-based service learning in situated contexts through this internship has enhanced students' professional skills and built their ID portfolios with real-world designs while satisfying community needs.

Theoretically, this experience was built upon three sets of models and guidelines, including service-learning criteria, an instructional design model (ADDIE), and a project management model (MOKR) (Boyer, 2016; Haines, 2014; Mitchell, 2008; Williams van Rooij, 2010). The triadic foundation of this experience was a natural result of the interplay between the working mode of the industry, the expertise of the IDT students and faculty, and the goal to both serve the community and accomplish the instructional objectives (Lowell & Moore 2020; Stefaniak, 2015; Brescia, Mullins, & Miller, 2009).

In this practice session, the presenters will first share their spring service-learning experience with the audience from the following two aspects. Session attendees are encouraged to ask questions along the way.

1.) Aligning Instructional Objectives with the service-learning project

This experience primarily enabled students to apply instructional design in authentic contexts. Meanwhile, students were encouraged to set personal goals and objectives. Example objectives include growing interpersonal skills, collaborating with fellow instructional designers, detecting community needs, properly addressing conflicts, and so on. Driven by these objectives, five ID students partnered with an industry client to address the need of the K-12 educator community to obtain a foundational understanding of virtual reality for education and basic operations of common VR equipment. Throughout this experience, students followed the ADDIE model to identify the community need, design and develop corresponding instructional solutions, and conduct a small number of evaluation sessions (Williams van Rooij, 2010). Meanwhile, these ID students also leveraged the MOKR model to manage the project, report progress, and receive feedback from the industry partner (Cennamo & Holmes, 2001).

2.) Documenting the process and reflections

Students were encouraged to document the complete process of this service-learning experience in their individual process books. Additionally, the team hosted weekly meetings to reflect on the progress and problems encountered (Haines, 2014). As the facilitator, the faculty member contributed insights and suggestions as needed.

The second portion of this practice session will be devoted to interactions and activities. The attendees will have the opportunity to share similar authentic learning and teaching experiences in their academic area. Then, they will be assigned randomly to groups to practice applying the ADDIE model, MOKR model, and community criteria to a predefined community need provided by the presenters.

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Accessibility Champions Use Ally

Martina Svyantek, Virginia Tech

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.

While the initiatives for increasing student success vary between institutions, technology tends to play a key role (Grajek, 2019). Many technology tools exist for either an instructor to improve the accessibility of course materials or a student to use adaptive/assistive technology to access said materials; few tools can do both. When integrated with the LMS, Ally provides three key features that can dramatically improve an institution's level of accessibility. Firstly, it provides the institution with a report to help pinpoint colleges, departments or courses where there is a need to improve the accessibility of course materials. Secondly, it provides instructors with clear instructions on what materials need improvement and how to do it. Lastly, it provides students real-time access to alternative formats. This means that any student can nearly instantly download a PDF document from their course as an audio file, without having to navigate the official accommodations process.

This year, we have seen the impact of online course design on all of our students from every background imaginable. It is no surprise that students with disabilities, along with the rest of our campus community, are dealing with some pre-existing access barriers being reinforced by our new modes of teaching and learning; other barriers are becoming more apparent as well. We initially piloted Ally via a small instructor cohort who volunteered their time and feedback to gain access to this tool. These Accessibility Champions' interest in Ally supported the rollout campus-wide as an institutional response to the shift online. The benefits of having Ally available were clear from their feedback - it was easier to start with accessibility in mind. This is a common trend - when the accessibility of a course, along with course materials, is not considered from the very beginning, instructors and students alike are negatively impacted as the semester progresses.

Many empirically sound teaching strategies, such as universal design for learning (UDL) and universal design for instruction (UDI), have demonstrated that designing instruction to meet the needs of students with disabilities coincides with improvements in the experience of other underrepresented students (Burgstahler, 2015; Meyer, 2013; Pace, 2008). What, then, can instructors do with readily available tools and training to support the wide variety of student abilities and needs to support student success? Where do these resources exist?

During this interactive practice session, we will showcase the current expansion of Ally usage at Virginia Tech and strategies for adoption. Using data from pre-Covid participation as well as Fall 2020, we will demonstrate the cross-campus impact of the Ally tool, highlighting student usage as well as instructor interactions with the tool. We will provide an overview of both the instructor and student sides of Ally, showcase the Accessibility Report embedded within each course, and discuss implementation of universal design for learning within Canvas and course materials. We hope this session will provide support for students and faculty who are interested in Ally, as well as providing a time to connect with the work of the Accessibility Network.

Presentation materials will include citations for empirical research that demonstrates the application (and success) of ABA principles in higher education settings.

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Addressing Justice Issues in Unexpected Classrooms

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

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.

In 2017, Cone Communications released a report overwhelmingly showing that consumers generally want organizations to address important social justice issues by taking the lead to drive change in the absence of government initiatives (64% of respondents). The report explains that these issues may be out of the purview of the companies' missions, but that young people are searching for companies with values that are dedicated to improving our communities (Cone Communications, 2017). Joseph Romm (2018) argues that climate change will impact everyone and that it will involve all industries, ranging from science to engineering, from law to design, from medicine to media, etc. Since climate change and societal issues are infused in our daily culture, students must learn how their career of choice can address those issues, or as Romm writes, "find the intersection of those two areas" (2018, p. 271). Consequently, Toubiana (2014) calls for a "social reinvention that moves beyond CSR [corporate social responsibility] to clarify the role of business in creating a society that is equal, fair, and just: in short, shifting the focus from corporate social responsibility to social justice" (p.83).

As research and recent events demonstrate, social, political, and environmental justice issues confront every industry with difficult questions impacting everyday work life. Therefore, relegating discussions of these justice issues to ethics or sustainability courses, which are usually electives, isn't enough. Students will need to learn how to address these issues with the skills and knowledge they are learning in their required major courses. Unfortunately, Toubiana (2014) found that true engagement with social justice issues is reliant on the faculty's perspectives of social justice and the ideology of profit maximization typically wins out. Resistance also comes from students. When faculty try to engage in critical pedagogies or topics about social issues in traditional, or unexpected classrooms, they are often met with student pushback about "going off topic" or "getting political" (Breunig 2016). Students have been trained to receive knowledge, rather than to create it, (Freire 1970), but movements like #MeToo, #BlackLivesMatter, and #FacetheClimateEmergency are being led by youth who are demanding changes. As such, business school professors are starting to follow suit. Even some business colleges are making commitments to "Improving the Human Condition," such as Virginia Tech's Pamplin College of Business (<https://pamplin.vt.edu/about-us/strategic-plan.html>).

In light of these tensions, this panel session will present examples from business faculty who shifted their pedagogy to incorporate social justice issues within their courses. Panelists will describe their various pedagogical methodologies as well as their views on the importance of incorporating these issues into their curriculum. A short practice demonstration will start the session and audience feedback and examples will be sought and collected.

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- Freire, P. (2005). *Pedagogy of the oppressed*: Continuum International Publishing Group.
- Romm, J. (2018). *Climate change: What everyone needs to know*. Oxford University Press.
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Best Practices in the Construction of Multiple Choice Questions

Brian Hill, Edward Via College of Osteopathic Medicine

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

Multiple choice questions (MCQs) are ubiquitous to high stakes educational exams (ex. GRE, SAT, MCAT, etc.), most licensure exams and continuing education courses. They are heavily used in many academic disciplines, particularly health-related disciplines. MCQs provide unparalleled efficiency in testing large numbers of examinees in a wide breadth of content.

When constructed properly, MCQs can assess content knowledge at the levels of comprehension and application, and they can even be utilized to assess at higher orders of Bloom's taxonomy. As such, they can effectively discriminate between high, medium and low achieving students (1).

A survey of the literature produces over forty principles of MCQ construction, and these are well documented in educational textbooks (2-4). Item writing manuals for profession licensure exams are often concise and practical sources for best practices in MCQ construction. Technically flawed MCQs can affect the validity and reliability of the MCQ (5) and can have a negative influence on student performance (6). In spite of this, very few college faculty are trained in the best practices for writing multiple choice questions and this even holds true in disciplines where MCQs dominate exams. This lack of formal training results in poor construction quality and an abundance of MCQs written to test lower cognitive levels or obscure, unimportant factoids (7,8)

The literature contains multiple studies illustrating the faculty improvement following MCQ writing workshops (7, 9-11). While this proposed CIDER session will not be the equivalent to a full-fledged MCQ writing workshop, it will focus on correcting the most common technical flaws and how to write MCQs that test to higher cognitive function.

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2. Gronlund NE. *Assessment of student achievement*. Boston, Mass: Allyn & Bacon, 1998.
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10. Iramaneert C. The impact of item writer training on item statistics of multiple-choice items for medical student examination. *Siriraj Med J* 2012;64(6):178-82
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Braving the Group Project: Incorporating Group Projects in Online Instruction

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

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.

Faculty who have incorporated student groups into their classes recognize that collaborative assignments have many benefits. The use of this pedagogy can enhance learning, result in superior outcomes, and prepare students to participate in the many groups they'll encounter in their professional lives.

We also know that group assignments have disadvantages. When designing--or redesigning--courses to be taught during a pandemic, the list of reasons why not to use group assignments may seem a lot longer than it ever was before. Group projects are emotionally, intellectually, and logistically challenging (Wobbe & Stoddard, 2019). Instructors might be overwhelmed by managing projects in different modalities -- synchronous, asynchronous, hybrid, and in-person. The variables of student performance and motivation make creating groups a quagmire, and it may just seem easier to have students work independently. The question we faced was how to overcome some of the problems of collaborative assignments in a virtual classroom, and make use of this high-impact educational practice in a way that would benefit the students and prepare them for the increased likelihood of future virtual work groups.

In our presentation, we will first share our solutions to group project roadblocks that have presented themselves in the current times. The faculty members of this panel teach a first-year communication class that involves a unique group project; students must have an effective discussion to solve a campus-related problem and are evaluated by their interactions with one another and their problem-solving skills. The group project can be successfully completed by providing roles for our students, emphasizing the interdependent nature of the group project, and creating a project that can be completed without a large amount of work. In order to help demonstrate these items, we will be using breakout rooms to facilitate a mock discussion for participants. We hope that this practice session will help those in attendance see how a group project like ours could help their students, and we hope to provide some practices that they could use in their own classes. We will then wrap up the session with a discussion portion so that others can share their experiences to help us all shape our group projects in the new future.

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Building Inclusive Teaching Practices on a Universal Design Framework

Sheryl Burgstahler, University of Washington

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.

Universal design (UD) has emerged as a paradigm to address diversity and equity in the design of offerings in higher education that include learning resources and activities. UD requires that a broad spectrum of abilities and other characteristics of potential students be considered when developing instructional products and environments, rather than simply designing for the average student and relying on accommodations alone for individual students with disabilities. UD is defined by the Center for Universal Design (n.d.) as "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design."

Principles for the UD of any product or environment ensures:

- equitable use,
- flexibility in use,
- simple and intuitive use,
- perceptible information,
- tolerance for error,
- low physical effort, and
- size and space for approach and use (Story, Mueller, & Mace, 1998, pp. 34-35)

These principles, originally applied to the design of architecture and commercial products, have also been broadly applied to the design of IT, instruction, and student services (Burgstahler, 2015). Many UD-inspired frameworks have emerged to specifically address instructional applications. Each is based upon a common finding in educational research: that learners are highly variable with respect to their abilities and responses to instruction. The most common UD-inspired framework applied in K-12 settings is called Universal Design for Learning (UDL).

Developed by the Center for Applied Special Technology (CAST), UDL promotes offering students multiple means of

- engagement,
- representation, and
- action and expression (Center for Applied Special Technology, 2018).

Many specific barriers to digital tools and content faced by individuals with disabilities in online components of courses today have well-documented solutions. These include those articulated by the Web Content Accessibility Guidelines (WCAG), originally published in 1999 by the World Wide Web Consortium (W3C) and most recently updated to WCAG 2.1 (2018). The Guidelines dictate that all information and user interface components must follow the four guiding principles that ensure that IT is:

- perceivable,
- operable,
- understandable, and
- robust.

Applying the combination of UD, UDL, and WCAG principles is particularly suitable for addressing both technological and pedagogical aspects of course curriculum and activities in order to ensure that students are offered multiple, accessible ways to gain knowledge, demonstrate understanding, and interact and minimize the need for additional disability-related accommodations for specific students. For example, a student with a learning disability engaging in a universally designed online course may require extra time on an examination as determined by a campus disability services office.

The presenter 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 support diversity and equity goals on their campuses. The presenter will also share useful resources (e.g., Burgstahler & Thompson, 2019) that include the Center for Universal Design in Education and encourage participants to share their resources as well.

Burgstahler, S. (Ed). (2015). Universal design in higher education: From principles to practice. Cambridge: Harvard Education Press.

Burgstahler, S., & Thompson, T. (Eds). (2019). Designing accessible cyberlearning: Current state and pathway forward. Seattle: University of Washington. Retrieved from

<https://www.washington.edu/doit/accessible-cyberlearning-community-report>

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Story, M. L. Mueller, & R. L. Mace (Eds.), The universal design file: Designing for people of all ages and abilities (pp. 32-36). Raleigh, NC: Center for Universal Design. Retrieved from

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World Wide Web Consortium. (2018). Web content accessibility guidelines, 2.1. Retrieved from <http://www.w3.org/TR/wcag21/>

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Designing a Study Abroad Program for Business Students

Andrew Ross, Southwestern University

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.

According to a 2008 AAC&U report, students who study abroad had greater gains in learning and a deeper understanding of learning, especially understanding other cultures' perspectives (Kuh). However, inducing students, especially business students, to study abroad instead of, for example participating in an internship, can be difficult. In this session, we will look at recruitment efforts, as well as pedagogical ideas for creating a course abroad that makes a useful, specific impact in student learning. As Aziz Talbani (2013) suggests, "students in the 21st century global society will live and work in a rapidly changing social, economic and political world and require global cultural competencies to be successful. They need knowledge, skills, and dispositions to be conscientious global citizens. They need a global outlook to examine issues from diverse perspectives and have the ability to access professional and entrepreneurial opportunities around the globe".

By creating a course focused on both local and global businesses present in the host country, students engage in immersive learning and understanding of how cultural differences and similarities impact the business environment. Through applicable case studies, out of class excursions, and direct interaction with commerce, students create meaningful, tangible experiences that allow them to use their experiences to expand their post-college readiness.

This session focuses on best practices in creating, planning, and implementing a study abroad course in business from the ground up. After presenting personal experiences along with successes and challenges in running a study abroad program, the presenter will lead the audience through a variety of thought activities to help with the creation of a study abroad program for business students.

Brownell, J. E., & Swaner, L. E. (2009). High-Impact Practices: Applying the Learning Outcomes Literature to the Development of Successful Campus Programs. *Peer Review*, 11(2), 26-30.

High Impact Practices. AAC&U. <https://www.aacu.org/resources/high-impact-practices>

Kuh, G.D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter.

Washington, DC: Association of American Colleges and Universities.

Talbani, A. (2013). High-Impact Practices for Cultural Competency. *New England Journal of Higher Education*, 1.

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

Meg Emori, Virginia Tech

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.

The precipitous move to a fully online teaching environment in Spring 2020 necessitated new strategies to enhance student engagement. We specifically sought ways to re-capture the interactive environment while reviewing for the cumulative exam in large, asynchronous introductory biology course.

Escape rooms are popular puzzle based game where participants must accomplish a task in a given time frame. They are part of the growing Game Based Learning (GBL) movement that has gained popularity as a way to enhance student's motivation and to actively engage students in problem solving (Vledcamp et al., 2020). However, current escape room literature primarily focuses on hands-on activities and in-person collaboration (Vledcamp et al., 2020, Clark et al., 2017, Karageorgiou, 2019). Therefore, before designing a digital escape room, re-assessment and realignment of the traditional learning objectives was essential. It was determined that the escape room should focus on the higher levels of Bloom's Taxonomy, specifically Evaluation, Analyzation, and Application, even if collaboration had to be downplayed (Bloom 1956).

The primary challenge in redesigning escape rooms in the digital setting was the technology required. Pay-to-play digital escape rooms currently available for entertainment purposes require extensive programming and digital design knowledge, but the typical padlocks used in in-person escape rooms could be easily replaced with the password setting common to online learning platforms such as Canvas. Similarly, the time function on quizzes simulate the timed aspect of escape rooms. The decision to use already existing platforms familiar to educators paved the way for a scalable and accessible platform.

Next, it was necessary to determine how to integrate content in the form of puzzles. Inspiration was pulled from previous sources that found creativity and the incorporation of theater and the arts made students more likely to be engaged in the STEM material (Karageorgiou, 2019). A strong narrative storyline allowed students to role play while working individually, and by introducing situations of peril and mystery, students would be invested in the problems they were trying to solve while applying their knowledge.

Lastly, 2020 also heralded a period of heightened awareness of the need for diversity and inclusion in the classroom. Since the goal of the pilot escape room was to present science and science history in a global context, it was imperative that the experience not contribute to the prevalent "occidentalization" of science (Rehbock, 2001). In essence, it is the responsibility of the escape room designer to avoid perpetuating the whitewashing of science history and knowledge. This was done by consciously contextualizing puzzles to highlight the contributions of non-western cultures to science, including traditional Chinese medicine, medical advances during the Golden Age of Islam, and the role of indigenous islanders from Tierra Del Fuego in the exploration of Antarctica. Preliminary student feedback based on classroom surveys suggests that 66% of students found the format to be engaging and fun, and wanted more. 23% of students found it equivalent to other formats, but were ultimately ambivalent about seeing more, and 9% felt that a more traditional exam review format was preferable.

Veldkamp, Alice, et al. "Escape Boxes: Bringing Escape Room Experience into the Classroom." *British Journal of Educational Technology*, vol. 51, no. 4, 2020, pp. 1220-1239.

Clarke, Samantha Jane, et al. "Escaped: A Framework for Creating Educational Escape Rooms and Interactive Games to for Higher/Further Education." *International Journal of Serious Games*, vol. 4, no. 3, 2017.

Karageorgiou Z, et al. "Escape Room Design As a Game-Based Learning Process for Steam Education." *Proceedings of the European Conference on Games-Based Learning, 2019-october, 2019*, pp. 378-385.

Bloom, Benjamin S. *Taxonomy of Educational Objectives: The Classification of Educational Goals*. New York: Longmans, Green, 1956. Print.

Rehbock, Philip F. "Globalizing the History of Science." *Journal of World History*, vol. 12, no. 1, 2001, pp. 183- 192.

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

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.

In our practice session we will review transdisciplinarity as an integral approach and our strategies for co-teaching higher-order collaboration. We will share our experiences with and advice for navigating institutional logistics, identifying institutional supports for developing transdisciplinary courses such as the VT Honors-UAP SuperStudio, and best practices in collaboration. We will then engage audience experience regarding best practices and lead a brainstorming exercise developing transdisciplinary class activities.

Transdisciplinarity is important at VT as conceived of by the "VT-shaped" student initiative, which prepares students to work well in teams and across boundaries with disciplinary depth and transdisciplinary capabilities (Blieszner et al., 2015). These ideals mirror desirable traits from employers and hiring managers when interviewing recent graduates to work at their companies (Hart Research Associates, 2018). Jahn, Bergmann, and Keil (2012) note varied institutional support for transdisciplinarity in part because of varying definitions. VT Honors SuperStudio engages transdisciplinarity to "integrate the natural, social, and health sciences in a humanities context, and transcends their traditional boundaries" (Choi & Pak 2006) in an approach that "seeks to assemble new approaches from scratch" (Bernstein, 2015) through challenging traditional disciplinary boundaries.

Consequently, VT SuperStudio combines five transdisciplinary three-credit topics courses: 1) environmental policy and social change, 2) data analysis for health reform, 3) innovation for the public good, 4) the future of higher education, and 5) the future of employment with a co-requisite one-credit team-taught policy context course. In the co-requisite students examine the challenges and potentials of the Green New Deal, and meet across topics sections for common activities. Discussion of overarching concepts like problem framing, ethics, equity, and innovation that bridge individual topics and that must be interrogated in order to understand the history, purpose, and potential outcomes of the Green New Deal provide students opportunities to develop transdisciplinary and collaborative skills needed as professionals and citizens. This team-taught approach to transdisciplinary honors courses, which is a valued best practice in honors education (Schuman, 2014), is used to cultivate connections between concepts and fields of study as well as helping develop relationships between students and faculty in different sections.

VT Honors faculty have worked over several years in conjunction with faculty from other academic units through iterations of curriculum development to design this SuperStudio course based on a series of integrated syllabi and lesson plans. During our session we will share our iterative process for integrating courses as well as tips and tricks for integrating concurrent class sessions that we used to create the current version of the VT Honors-UAP SuperStudio. We will share feedback from administrators and students on the rationale and experiences in integrated, co-taught, transdisciplinary courses. After a short presentation of how and why we developed and teach SuperStudio, we will engage the audience in discussion of their transdisciplinary experiences and any best practices they may want to share. We will then lead them in a paired exercise to develop ways for students to explore the intersection between the partners' areas of expertise.

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Dynamic Learning Environments: Enhancing Learning with Instructional Technologies

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

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.

Thomas, Harris, & King-Berry (2017) posit that it is essentially impossible to engage students in learning environments without utilizing instructional technologies. As is pertains to teaching and learning in higher education there is a need to increase rapid exchange and involve momentous discussions that facilitates higher order learning (Harrison & Thomas, 2018 & 2019). Moreover, well-designed learning environments are likely more meaningful learning experiences than exclusively lecture-based direct instruction (Ibanez, de Benito Crosetti, Perez Garcies, & Gisbert Cervera, 2018). Therefore, in higher education teaching with appropriate instructional technologies should be given adequate consideration to better serve the evolving learner population. Employing the ENHANCE Learning Model provides a construct that makes incorporating technology tools meaningful as opposed to merely using technology for technology sake. Using technology and modeling the instructional strategies for the participants will create an experiential learning environment allowing participants to apply the content presented during the session.

The ENHANCE Learning Model, which was developed by the Lead Presenter, has published this document several times in peer-reviewed journals/books. This model has also been used to train faculty both nationally and internationally. Therefore, the ENHANCE Learning Model provides a conceptual framework grounded in research and best practices as it pertains to teaching and learning that have benefited a growing number of teaching and learning professionals. The technology tools for teaching that are being presented might be new to some participants and provide a refresher or enhancement for others. Nevertheless, what will make this session more dynamic is coupling the technology tools for teaching with best practices for instruction and the learning experience.

The presenters will use 3 instructional technological tools during the session to engage the audience (Zoom, Kahoot & NearPod). Zoom is the leader in modern enterprise video communications, with an easy, reliable cloud platform for video and audio conferencing, chat, and webinars across mobile, desktop, and room systems. Kahoot is a game-based learning platform. This tool allows instructors to administer quizzes, discussions or surveys. It is instructional response technological tool played by the whole class in real time. Questionnaires such as Multiple-choice questions can be projected on the screen allowing students to answer the questions with their smartphone, tablet or computers. Nearpod is a web-based engagement platform where instructors can create interactive course content for classroom instruction. An instructor can create presentations that can contain quiz's, polls, videos, images, drawing-boards, web content and collaboration tools.

In addition to engaging the audience using the technology tools for teaching, the presenter's will also employ the Think-Pair-Share technique to engage the audience. Think-Pair-Share (TPS) is a collaborative learning strategy in which students work together to solve problems, reflect or answer questions. TPS will allow a time to reflect on the learning experience and how they might continue to use these tools in their respective courses.

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Harrison, E. & Thomas, M. (2018) ENHANCE Learning Model: A Case Study in Moving the Learner Needle from Novice to Proficient. *American Research Journal of Humanities and Social Sciences*, vol 4, no. 1, 2018, pp. 1-12. <https://www.arjonline.org/papers/arjhss/v4-i1/2.pdf>

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Empowering Students and Improving Learning Through Midterm Student Feedback

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

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

Midterm Student Feedback (MSF) refers to a number of mechanisms utilized to gain student feedback about the learning environment at the mid-point of a semester. By measuring student attitudes about their courses at midsemester, instructors gain valuable insight into what is and isn't helping students learn at a point in time at which changes can be made that will positively impact current students. Moreover, unlike end of semester evaluations, MSF tend to focus less on the instructor and his or her teaching style or methods, and more so on the learning experience of the students. This session will offer attendees a general introduction to the concept of MSF, the scholarship behind it, and the benefits that it offers as a purely formative type of evaluation.

In addition, the session will discuss several different MSF mechanisms. These evaluation mechanisms range in both complexity and the level of resources required for their implementation. While some involve guidance and expertise from teaching consultants and/or faculty development specialists, others can be administered, assessed, and employed by the instructor alone and with a minimal expenditure of time. In doing so, the session intends to provide attendees with several approaches to MSF that they can take home to their institutions and classroom for immediate application.

The presenters will also discuss their own experiences with MSF. Beginning with a pilot program in 2018, all three presenters have regularly employed MSF in each of their classrooms every semester. They have used both formalized MSF involving teaching consultants, extensive feedback reports, and multiple meetings, as well as impromptu variants of MSF referred to as Bare Bones Questionnaires (BBQ) and Stop-Start-Continue evaluations. In examining their own experiences, the presents hope to reinforce what they see as the varied and impactful benefits garnered through the employment of MSF. After briefly noting these experiences, the presenters intend to complete the session by fielding questions about the use of MSF.

Ufland,P.(2020) Empowering Students and Improving Learning Through Midterm Student Feedback. The Cross Papers, Number 23. Chandler, AZ: League for Innovation in the Community College.

Energize Facilitation to Increase Online Learner Engagement in Complex Topics

Rachel Mack, Renata Carneiro, Virginia Tech

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 Tech, 2020) to guide one in discussing how

This round table will discuss issues around online facilitation that can hamper group participation or group learning and lead to 'crickets' and black boxes. We often think that we can take our existing content 'out of the box' and replicate it in an online setting. We are finding that this is not always easy, requiring adaptation and time to create a positive, shared experience for all learners. We will engage participants in sharing strategies that can work when facilitating group learning in online instruction about topics that are not necessarily familiar and often new to learners. We will share resources for participants to use in their own work when facilitating in an online forum to help keep conversation moving and engage with all participants, creating a more beneficial learning environment using multiple modes of engagement.

Facilitation of group discussions is a common teaching practice among educators. Concepts used in effective facilitation are varied and can include fostering a relationship between facilitator and learners, demonstrating facilitator behavior that acknowledges that the facilitator's knowledge of the subject matter is not all-comprehensive, and recognizing the contributions of individual learners (McLean, 2003). Poor facilitation may lead to disengagement of the learners (McLean, 2003). In adult education, facilitation skills can assist educators in enhancing learner engagement (Roh & Jang, 2016).

Effective use of facilitation has become especially critical in light of the COVID-19 pandemic, which has prompted many educators to adapt their teaching approaches and embrace an increased use of online platforms. In the time of a global pandemic, educators are called upon to combine skills in facilitation while showing technological agility in online platform utilization.

Online facilitation can be particularly onerous to educators in attempting to interact with students and develop teacher-learner trust, as e-learning creates physical distance between the learner and educator, posing challenges in keeping learners engaged. Educators can ultimately respond to these challenges by focusing on effective facilitation to keep the online learning environment interactive, and to boost learner engagement (Bulger, Mayer, Almeroth, & Blau, 2008). Fostering this learner engagement is critical in educating adults, as there is a noted connection between engagement and learning (Bulger et al., 2008). The increased focus that students exhibit when they are engaged in the lesson may lead to even more learning, as engaged students are more likely to follow the lesson and avoid going off-task (Bulger et al., 2008).

Six skilled facilitators used problem-based learning (PBL) to lead group discussions and interactive thinking during *Securing Agriculture, Food and its Bioeconomy (SAFE) with Cyberbiosecurity* (Virginia Tech, 2020). Learning groups were presented with potential cyberbiosecurity problems: 1) malware, 2) insider threat, or 3) ransomware and throughout the discussion, learners were encouraged to participate in multiple ways using several strategies to glean as much active participation as possible. Afterwards, participants of all groups were invited to the same virtual room where they provided evaluation feedback about the PBL activity and shared what was learned and discussed within the smaller groups.

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Engaging Students in Courses Through Motivation Science

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

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.

BACKGROUND

Motivated students actively participate in their studies, persist when faced with challenges, and tend to be successful (Schunk, Meece, & Pintrich, 2014). How instructors can most effectively motivate students has been a topic of interest recently in professional schools (e.g., medical and health science schools) as faculty observe students who have lost interest or feel powerless (Pelaccia & Viau, 2017). Research in the field of educational psychology and motivation science offers theories and practical guiding models that could be useful to instructors in professional schools. Researchers have found that students are more motivated when they have control over some aspects of their learning (Deci & Ryan, 2000), believe that the content is useful to their career goals (Wigfield & Eccles, 2000), believe that they can succeed if they put forth effort (Bandura, 1986), are curious and interested in the class material (Hidi & Renninger, 2006), and learn in a caring environment (Bergin & Bergin, 2009). Motivational strategies for instructors related to these findings are summarized in the MUSIC Model of Motivation (Jones, 2009, 2018).

SCHEDULE FOR THE SESSION

In this session, we will begin by asking participants to think about a course in which they want to increase students' motivation and engagement. Then, we will ask them to complete the MUSIC Model of Motivation Inventory (Jones, 2012/2020) to assess their strengths and weaknesses as a motivating instructor in that class.

Next, we will present some examples of motivational strategies related to the MUSIC Model of Motivation. To provide a real-life example and model how these strategies have been enacted, one of us presenters will conduct a 10-minute interview with another presenter about her experience in implementing MUSIC model strategies in her health science course at the University of Iceland.

Participants will then be asked to think about strategies that they could implement in their courses to increase students' engagement. We will provide time for participants to share ideas and learn from one another. Finally, we will receive comments and questions about motivation strategies and participants' ideas for increasing student motivation in their courses.

OUTCOMES

By the end of the session, participants will understand how to apply the five groups of motivational strategies highlighted in the MUSIC model. They will also know how to measure student motivation in their courses or as a researcher, faculty developer, director, or administrator. This session will appeal to instructors, faculty developers, and researchers who are interested in motivational strategies that can be used to engage students.

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Bergin, C., & Bergin, D. (2009). Attachment in the classroom. *Educational Psychology Review*, 21(2), 141-170. doi:10.1007/s10648-009-9104-0

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.

Hidi, S., & Renninger, K. A. (2006). The four-phase model of interest development. *Educational Psychologist*, 41(2), 111-127. doi:10.1207/s15326985ep4102_4

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Enhancing Intercultural Communication Skills Online

Meghmala Tarafdar, City University of New York

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.

What does it mean to teach in an environment where students are remarkably more diverse in language, culture, and demographics? At Queensborough Community College (City University of New York)-- located in the highly diverse county of Queens, NY--student diversity encompasses a broad range of bilingual immigrants, varied learning styles, and a significant representation of cultural and educational backgrounds. The implementation of structured faculty development is embedded within the framework of Global and Diversity Learning as one of AAC&U's (Association of American Colleges and Universities) high impact practices which utilizes students' cultural knowledge and performance styles for creating a greater understanding and exchange among diverse cultural groups.

Differences in communication styles often pose many challenges in class participation, collaboration, and interpretation of information. Cultural factors have a significant impact on students' self-learning, group interaction, and communication styles. A competent intercultural communicator can manage change and transition in self and others, develop dynamic, hybrid communication styles based on specific settings, and code-switch with different situations and interaction goals.

Through a greater awareness of intercultural communication, faculty can develop self-awareness, deepen intercultural sensitivity, and encourage meaningful interaction and collaboration among diverse groups. An understanding of diverse communication patterns is critical to the academic success of culturally and linguistically diverse student population.

A growing body of literature highlights the need for faculty-student and student-student interaction in order to create an inclusive atmosphere and to establish a sense of belonging in the classroom. Presenter will discuss seven communication patterns (such as linear/circular; direct/indirect; abstract/concrete, etc.) and engage the participants in activities to explore strategies for enhancing intercultural communication competence in the virtual classroom.

This session will begin with an interactive activity "Identifying Intercultural Communication Styles" (based on Hofstede, Geert (1980) and Stella Ting Toomey's (1999) research on communicating across cultures. Audience will gain an understanding of the terminology of communication patterns in the context of teaching and learning and practice ways of communicating across styles based on interaction goals. Examples of a wide variety of scenarios--such as detached, attached, and intuitive styles of communication--will be discussed in the light of underlying cultural attitudes, beliefs, values and meanings. How do these "invisible" elements affect our interaction in the classroom? Participants will receive worksheets to analyze intercultural communication in the virtual environment and recognize the efficacy of one's own communication style.

How Universal Design Learning Permeates the Goodwin Nursing Department

Robin Young-Cournoyer, Elizabeth Hurlbert, Goodwin University

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.

Nursing students are provided with volumes of information in a short amount of time. Novice nurses are concrete learners, inexperienced in filtering the need-to-know from the nice-to-know information. This leads to a state of "info-besity" in which all data is viewed as equally relevant and important. As nurse educators, we need to put our content "on a diet," ensuring that our students are able to extract pertinent information which allows them to critically think and thereby provide safe, competent care to their patients. To facilitate the retention and internalization of this important information, it is also incumbent upon us that we offer different means of representation for our students, in a comfortable non-threatening environment that encourages learning, engagement, and fun. Since UDL interactive teaching strategies have been utilized in the nursing program, we have seen an increase in unit and final exam scores, as well as anecdotal comments from graduates that these strategies impacted their ability to pass the NCLEX exam, as well as succeed in their current professional practice.

The presenters of the Goodwin nursing program will share the highlights of the UDL instruments that have been implemented into the classroom. They include group activities, hands-on interactive sessions, Pecha-Kucha Power Points, info-graphics, and a student created learning video. These will be presented in a Pecha-Kucha format enabling each presenter 20 seconds and 20 slides or a total of 6.66 minutes per cohort. After the presentation there will be an opportunity for the audience to ask questions.

Attendees are encouraged to bring a content area from their curriculum that they wish to change using UDL strategies. They will choose one strategy that they feel will enhance learning in their classroom. They will then be divided into groups according to their interest and have the opportunity to collaborate with others in their group, as well as receive individualized coaching from the presenter on that topic. The attendees will then begin construction of their UDL strategy with the guidance of that educator. This will enable the attendees to acquire the basic skills and knowledge to provide a richer learning environment for their own students.

Improving Student's Digital Literacy Using Readiness Assessment Activities

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

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.

Proposal: When students contend with technical problems on the distance-learning (DL) platform, help is hard to find. Implementing Readiness Assessment Activities (RAA) the first week of the course will improve student digital literacy with the technologies found in the DL platform, allowing for improved student interaction in the course. The workshop will start with a discussion about the problems students have on DL platform and the importance of digital literacy. Participants will then learn about implementing RAA and have time to identify an issue they would like to address and create their own RAA.

Objectives / Learning Outcomes: Attendees will understand the meaning of digital literacy, how they can identify where the students need help in this area and will be provided with examples and suggestions on how and what to improve digital literacy in their classroom by implementing Readiness Assessment Activities at the beginning of their course.

Strategies for Engagement: At the beginning of the presentation, presenters will ask the attendees what type of innovative technologies they use in their courses and where they see student problems when using their Learning Management System. The presenters will then share where they have seen troubles in their own courses, which will lead to discussion about digital literacy. Presenters will then provide examples of their Readiness Assessment Activities that have been implemented in their own courses. The presentation will end by asking the attendees if they think they have a Readiness Assessment Activity they would like to implement in their own course.

Digital Literacy as "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills."

Source: <https://www.renaissance.com/2019/02/08/blog-digital-literacy-why-does-it-matter/>

Improving the Online Learning Experience for Non-Traditional Learners

Kim Becnel, Robin Moeller, Appalachian State University

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.

In this session, the presenters will discuss the intersection of non-traditional learners and online learners, using recent scholarship to describe the attributes and needs of this quickly growing group of college students (Barron, 2014; Hoffman & Lance, 2018; Lambert, 2019; MacDonald, 2018). This introduction will be followed by three interactive sections in which the presenters, relying on a synthesis of professional literature in combination with our own data and experience, describe and model best practices for engaging, motivating, and retaining non-traditional learners in online courses.

In section one of the presentation, we will discuss techniques for organizing and structuring an online course, exploring platform use and sequencing, as well as presenting ways that instructors can blend synchronous and asynchronous instructional methods to leverage the benefits of both. Following this, researchers will ask participants to help generate a list of learning activities they use in their courses and then have the group sort these into those best for asynchronous versus synchronous implementation. In section two, we will discuss the significance of relationships and community to this particular group of learners (Bentley, Secret, & Cummings, 2015; Peacock, Cowan, Irvine & Williams, 2020). We will then explain and demonstrate--with the assistance of participants--several practical strategies for combating isolation and fostering connections in an online environment. Finally, in section three of our session, the presenters will discuss the importance of creating assignments that are clearly relevant to course goals, properly contextualized, and collaborative, providing ideas and examples of effective assignments. We will ask the group about any obstacles that might prevent them from assigning collaborative online assignments and generate discussion on ways to overcome these perceived barriers.

Finally, we will explain that while this three-pronged approach--with attention to purposeful course design, relationship building, and effective assignments-- was built with non-traditional online learners in front of mind, it is an approach that we think could be widely used in online courses as it would benefit more traditional online learners as well.

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In the Trenches: Best Practices for Online Teaching

Virginia Tech Academy of Teaching Excellence, Virginia Tech

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.

The Fine Arts--theater, improv, African hand drumming etc.--can be taught and transformed to fit on a small screen with a 225-student Pathways course. Chats, computer-based experiments, an at-home chemistry kit and synchronous teaching do create community, connection and competency in Chemistry courses and labs and in Biology. Another professor created a "reawakening" in his students of office hours in an Integrated Science Program. TLOS devised new tools that went beyond Canvas' capabilities to teach students in Architecture in another Pathway's course about how design in a general sense impacts our lives in everything from town planning to fast food. 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 this change of 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 as well the challenges of remote teaching.

Panelists: Jeannine Eddleton (Chemistry), Mary Lipscomb and Mike Rosenzweig (Biology), Gary Long (Chemistry), Joseph Merola (Chemistry), Greg Tew (Architecture), Alan Weinstein (Music, School of Performing Arts)

Moderator: Sharon Johnson (Modern and Classical Languages and Literatures/Women's and Gender Studies)

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

Mae Hey, Virginia Tech

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.

Workshop abstract: Learning to value ourselves as uniquely endowed, understanding our irreplaceable fit into the social and environmental fabric, and becoming active agents woven into our communities maximizes our capacity for sustainability as well as progressive change through empowerment. Effective practices in orchestrating empowering learning environments exist that have ancient and proven roots but have become marginalized in contemporary education. These ways focus on fostering the development of unique gifts and group cohesion, as opposed to independence and competition, the latter being ideologies not found in Nature when it is in balance and harmony. This paradigm reversal reclaims critical problem-solving skills and evokes transformative action by increasing the diversity of perspectives and talents focused on an endeavor. This shift can occur through strategized cultivation of cultural, cognitive, and creative capital--gifts endowed to humankind enabling our sustainable co-evolution places.

Workshop purpose: This workshop introduces a framework to help foster educational reclamation for aligning curriculum with Indigenous teaching methods. It gives us a protocol for centering our learning environments on relatedness to ourselves, each other, and Land, cultivating greater community empowerment and environmental sustainability.

Key learning objectives:

- Participants will be exposed to the rationale that makes a transformational Indigenous praxis model relevant to contemporary educational needs.
- Participants will leave with a framework for moving their own lesson planning and curriculum design beyond cumulative and additive models of education into realms for transformational Indigenous praxis.
- Participants will examine the model in relation to their own work and have opportunity to ask questions to increase its efficacy for them.

Workshop method: I can either do a recorded talk with live questions after (which seems to be the way of most conferences I have recently participated in) or a synchronous workshop with engagement embedded. If we are able to do a virtual workshop, it will follow a 5-E (engage, explore, explain, elaborate, and evaluate) to optimize alignment with natural learning rhythms.

- Engage: participants will be introduced to the rationale for the model using storytelling.
- Explore: participants will discuss this story and how it relates to their work and the conference theme.
- Explain: the model will be introduced using discussion and graphics
- Elaborate: participants will discuss the model and how it relates to their
- Evaluate: participants will share, with the group, their questions and concerns about implementing the model in their work.

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

Austin Council, Virginia Tech

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

The global COVID-19 pandemic has forced many schools, universities and educational organizations to rapidly move their instruction virtual causing instructors to rethink their pedagogical approaches (Murphy, Eduljee & Croteau, 2020). Higher education has long heard calls to modernize its educational approaches (Heilesen, 2010), and for good reason. The current generation of students, known as "Digital Natives," have grown up with constant digital entertainment and education; and cannot recall a time where the Internet was not an integral part of life (Robinson & Ritzko, 2009). While new pedagogical technologies are being introduced in higher education (Baker, Harrison, Thornton & Yates, 2008), not all approaches have produced results (Heilesen, 2010). Could podcasting be a medium worth exploring?

Podcasts are audio files in a digital format, similar to songs, and are often downloaded as MP3 files (Robinson & Ritzko, 2009). The word "podcast" is derived from blending the words "iPod," in reference to the Apple Inc. product, and "broadcast" (Robinson & Ritzko, 2009). Podcasts in general are becoming more widely used. According to the Pew Research Center, in 2019 51% of Americans ages 12 or older listened to a podcast, up from 26% in 2018 and 9% in 2008 (Audio and Podcasting Fact Sheet, 2020). In addition to listenership growth, podcasts are becoming more widely available. For example, in 2017 over 700,000 podcasts were available for download (Norsworthy & Herndon, 2020). In education, podcasting is gaining traction as well. In a study conducted by the University of Michigan School of Dentistry it was found that students preferred lectures presented as audio recordings rather than video ones (Brittain, Glowacki, Van Ittersum & Johnson, 2006). More specifically, in leadership education, Guthrie and Jenkins (2018) mentioned podcasting as an expressive art form to facilitate student leadership development.

I used podcasting as a different and supplementary medium to present the course material in several of my undergraduate leadership courses. Each podcast episode contained a conversational interview with guests who were selected in coordination with specific course learning modules. These were individuals who possess expertise in leadership and leadership education. For this practice session, I will first give a brief presentation explaining what podcasting is, where it came from and how it is currently being used in higher education. After, I will discuss how my specific idea for podcasting came about, how I used podcasting as an instructional tool, why I believe it is important, and how I plan to continue using podcasting in the future. Finally, I will set aside the remainder of the practice session to facilitate a brainstorming session for participants to come up with ideas for how they could use podcasting in their classrooms. A discussion and debrief will follow.

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Integrating Physical Activity in the College Classroom: Strategies for Implementation

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

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.

Physical activity has myriad benefits, yet college students spend about 30 hours per week in sedentary behavior, primarily during class and studying. Physical activity and active learning strategies enhance cognition, academic achievement, engagement, and motivation, yet college professors may feel barriers to engaging students in classroom movement, including lack of knowledge about potential activity ideas. This practice session will explain the benefits of engaging students in active and interactive lessons, address ways to diminish or overcome barriers, and model activities that can be directly implemented within participants' own classrooms across a range of content areas and classroom settings.

As the focus of the university classroom shifts from standard lecture to a blend of student-centered pedagogical approaches, instructors are constantly looking for sound methods for engaging the student in active learning. Actively engaging students enables them to think more deeply about course content, and, by adding physical activity to the learning process, cognition is further enhanced. Physical movement increases blood flow to the brain to improve attention and focus and releases neurotropic factors to stimulate neuron growth. To enhance the learning experience of students in higher education, professors must be prepared to engage students behaviorally, emotionally, and cognitively. This practice session will offer strategies for such engagement that use physical activity as a mechanism for learning preparedness and academic achievement.

Robust evidence supports the academic benefit of integrating movement in the classroom. In recent decades, there has been a proliferation of research supporting an association between physical activity, cognition, and academic achievement (Castelli et al., 2014). Active learning strategies are linked with student engagement and increased motivation, interest, and curiosity (Ainley, Hidi, & Berndorff, 2002; Bybee et al., 2006; Fried & Chapman, 2012; Vazou, Gavrilou, Mamalaki, Papanastasiou, & Sioumala, 2012). Among college-aged learners, physical activity impacts executive functions (Verburgh, Ks, Scherder, & Oosterlaan, 2013) and most college students report positive affect toward movement in the classroom, indicating increased focus, attention, interaction, and enjoyment as results of physical activity opportunities (Ferrer & Laughlin, 2017).

While evidence supports the benefit of physically active learning, college instructors may be hesitant to integrate movement in their classrooms. Implementing activity on a trial basis is recommended to decrease teachers' perceived barriers to adoption as this practice can help diminish or overcome the challenges related to adoption of a physically active classroom (Howie et al., 2014). While there are many activities that are fairly simple to implement in the college classroom that can be modified to different classroom formats, teaching concepts, and student needs, college instructors may need guidance and modeling that will help increase their comfort in using these activities.

Engaging students in activity and interaction in the classroom positively impacts learning across any age, content area, or classroom environment. Presenters in this practice session teach at different institutions, yet implement similar strategies with a common goal of movement, interaction, and student learning. Further, strategies used in their classrooms have been applied at various educational levels with great success in student learning and engagement.

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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

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 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.

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Our International cross-cultural teaching collaboration of Lifespan Developmental Psychology emerged from a desire to include internationally diverse perspectives to our teaching of human development. The collaboration currently comprises three instructors of lifespan development in Leuphana University in Lüneburg, Germany; University of Houston, and Virginia Tech in the United States. In this practice session we will share our current approach and present examples of the materials we developed as a way of modeling. We plan to interact with participants by giving them time and tools to reflect on their own possibilities for international collaborations, and discuss those ideas as a group so that they may embark on this journey in the near future.

During the session we will describe the current iteration of the collaboration as follows: the three instructors first choose specific topics focusing on particular cultural issues (i.e. maternal care and birthing practices in Germany, gender development in Latin communities in the United States, bilingualism and biculturalism in the United States). We then record video lectures on those topics, and share them with one another. Each instructor shares the videos with their individual classes. Students are encouraged to direct questions to the guest instructors through their professor. While the original plan was to have the instructors lecture live over Zoom during in-person classes, video recordings turn out to be a more efficient resource customizable to in-person, online synchronous, and online asynchronous teaching modalities. In addition, video recording is better suited to time differences and differences in timing of semesters across the world. For the second projected phase of this collaboration we will design group work assignments where students form groups with students from the different universities. As a phase 3 of this collaboration currently on hold due to the COVID-19 pandemic, we envision a student exchange program, which is particularly applicable to our emphasis of cross-cultural Human Development, and may be so in other disciplines as well.

Previous literature on this topic emphasizes the importance of knowledge-sharing in teaching, effective modeling of working on teams for students entering the modern workforce (Zach & Agosto, 2009). It is also the case that online platforms are particularly well-suited for collaborative work (Zach & Agosto, 2009). In turn, international teaching collaborations have been shown to increase understanding for other cultures (Camardese, & Peled, 2014), and higher order thinking (Lock & Redmond, 2006).

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Moving High-Touch, Interactive Interprofessional Education Online

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

Abstract: 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.

Learning Outcomes: Participants will describe the challenges of developing virtual experiences to provide the high-quality, interactive learning originally offered in an in-person environment. Participants will experience, through an interactive virtual experience one of the tools and an activity employed in this IPE experience both for faculty and for students. Participants will leave with tools and lessons learned for converting a high-touch learning experience to an online format.

Session Description:

In the introduction of the session, participants will discuss the strengths of high-touch learning experiences and the challenges to duplicating these experiences in an online format. Participants will receive information on how one of four modules in an IPE program was converted to a hybrid module with a goal of maintaining as much fidelity as possible to the in-person training. Participants will also participate in faculty development exercises designed to prepare faculty to teach in this new environment.

In the heart of the session, participants will experience tools used to enhance engagement of learners and will participate in one of the synchronous online learning experiences. The foundational in-person program was reported by (Polaha et al. 2019) to result in a difference in expression of IPE principles in a mock interview between students who had and had not participated in the IPE program. The IPE training targets the foundational IPE competencies: teams and teamwork, roles and responsibilities, values and ethics and communication. Pedagogical approaches included didactic, abstract experiential learning, and simulated skills, and applied experiences.

Finally, the session concludes by providing initial evaluation data and lessons learned which participants will be able to use in converting high-learning experiences to the online environment.

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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

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.

As the COVID epidemic prepares to enter its second year, we are seeing a titanic shift in instruction and course delivery. Almost no professor has been able to continue teaching unmodified. As a result of necessity, countless new efforts have been launched that will revolutionize how we teach and how we perceive what teaching actually means. In the proposed session the presenters will discuss and facilitate a conversation focused on the following points:

- Technology and our Students - some technology will work better in certain courses than others, how do we choose?
- There are a plethora of technological tools that facilitate online, hybrid, or hyflex learning. We are all likely familiar with Zoom, but the presenters will introduce other platforms, such as Preciate, and discuss best practices. This will lead to a group discussion about how to use the right tool for the circumstance.
- There will also be a discussion of how to support the "Have Nots" those students lacking access to broadband, hardware, etc.
- Rethinking Evaluation - since there may have been a forced change in the method of evaluation, it may be a good time to reevaluate what is being evaluated (Leigh et al).
- This will include a discussion of various strategies for distance testing, from lockdown browser and anti-cheating software to open book and other approaches. Discussion will center around the question "What do we need the students to do to demonstrate mastery of the material and what will that look like? This discussion will center around the concept of building a clear picture of what is to be evaluated and then planning how to achieve the desired result
- Gulp, the Hard Question - Are some classes legitimately better online?
- Although online instruction has grown greatly and faculty have shown increasing acceptance of online teaching, one question that has not been fully addressed is "Do some courses really work better online?" If so, what does that mean for the future on the university?

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

Nichole Nunoo, Jama Coartney, Tracy Rutherford, Virginia Tech

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

Team teaching or co-teaching is a field that has largely been unexplored within higher education. Team teaching as an approach is an alternative praxis that generally involves two or more instructors collaborating over the design and/or implementation of a course (Wadkins, Wozniak, & Miller, 2004; Harris, & Harvey, 2000).

Benefits associated with team teaching include both students as well as faculty. According to Kirschenbaum and Reichmann (1975) team teaching increases the opportunity for personal contact and interaction between students with at least one of the instructors. A benefit for instructors includes the opportunity to co-learn and build relationships (Bryant, Niewolny, Clark, & Watson, 2014).

Challenges associated with team teaching included the time commitment, communication, and differences in teaching style. Pre-class planning and integration of content to manage course coherence were highlighted as significant time commitments (Helms, Alvis, & Willis, 2005; Brant et al., 2014). Carless (2006) also noted pre-planning as well as an emphasis on clarity of roles to help mitigate problems related to communication and differences in teaching styles.

These often-fraught challenges involve navigating power, language, and culture between instructors. We present highlights of our experiences from the dual roles of instructors of record for a communication class on professional writing as well as graduate teaching assistants. We examine the opportunities and challenges presented in a team-teaching through the three lenses of power, language, and culture. We focus on our own experiences with syllabus design, course implementation, and weekly reflection sessions. These experiences include navigating within the constructs of the department (power and trust); co-developing a team teaching praxis (language); and creating a culture of inquiry using a hyflex model during a pandemic (culture).

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doi:10.1177/105256299902300308

OER Pursuit

Brooke Hoffman, Rowan College South Jersey

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.

This interactive presentation provides a gamification framework to lead a discussion on OER practices. When our OER journey began were two community college campuses with small grass-roots OER initiatives; a year later we have merged to form Rowan College South Jersey and have pulled the resources together over two campuses to build a dynamic Open Education Resource steering committee. This presentation highlights the variety of departments that can help move OER forward on a college campus and what has worked for our institution. In the spirit of OER, we have embraced the concept of sharing great ideas and have designed this presentation to spark conversation about what other colleges are doing and provide an opportunity to exchange best practices and support OER initiatives.

One Size Does NOT Fit All: Promoting Equity through Differentiation

Cliff Chestnutt, Andrea Smith, University of West Georgia

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 & Zidon, 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 & Zidon, 2011)

Differentiation is not a new concept in the field of education. Particularly, in K-12 education, it has been thoroughly examined, and often posited as an important pedagogical approach to educating students with diverse needs (Dole, Bloom, & Kowalske, 2016). When considering differentiation in higher education, however, research is often limited and lacking in its ability to provide effective strategies that are relative to the college setting (Collier & Morgan, 2008). Dosch and Zidon (2014) highlight the negative impact of traditional pedagogical approaches on student learning by examining the power of practices and rhetoric that blame students for academic failure and ultimately reproduce traditional power structures in higher education. Moreover, as diversity in higher education increases, the use of traditional teaching approaches that encompass one-size-fits-all, teacher-centered approaches must be reconsidered to ensure equity-based practices to support differentiation in the classroom. This session provides a review of differentiation in education and provides applied examples of differentiation that can be used in college classrooms to promote equity.

Although research highlights the shift to establish more equitable classrooms in recent years, little has changed to address the curriculum and instructional methods that impact student engagement and achievement (Dosch and Zidon, 2014). A solution to creating equitable classrooms, involves the use of differentiation. The use of differentiation in the classroom is a pathway to equity because it calls on teachers to understand the needs of their students and provide diverse practices to support student needs. While differentiation has been researched by numerous scholars it often fails to illuminate practices that translate to classrooms in higher education (Wormeli, 2018). Additionally, traditional ideas about differentiation neglect to account for the impact teacher beliefs and the culture of students play in the learning process (Santangelo & Tomlinson, 2009). Essentially, differentiation for equity must entail teaching all the students in the classroom, striving to structure the classroom environment that maximizes access to meaningful content, allowing for personal connections that produce critical thinking and engagement.

This presentation will provide a background of differentiation in higher education and share practical examples with educators of ways to implement differentiation in the higher education classroom. Participants can expect to be actively engaged in discussion and activities do further develop their knowledge and implementation of differentiation.

Online and Blended Learning Planning Matrices

Mary Slade, Patricia Westerman, Towson University

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. 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.

Due to the unprecedented and unexpected circumstances of the recent Covid-19 pandemic on higher education teaching and learning, faculty were thrust into remote teaching and learning very little if any preparation. In fact, most faculty barely had time to adapt their traditional courses to remote learning much less transform them into effective platforms supported by best practices in instructional design and technology (McMurtie & Supiano, 2020). What resulted was that many faculty who were already in the middle of an academic semester, began to translate existing face-to-face courses to an alternate learning modality without expertise or experience. The subsequent continuation of course delivery in online and hybrid models gave rise to rapid development and delivery of professional learning initiatives across university campuses in order to support faculty in their continued experiences during the academic semesters that followed.

Whether intentional or due to extenuating circumstances, the transformation of traditional face-to-face university course delivery to online or blended formats is an arduous task for most university faculty who do not possess the expertise in instructional technology or design to support this process. McGee & Reis (2012) conducted a review of the literature in order to produce a synthesis of best practices in blended courses in higher education. A qualitative meta-analysis resulted in a common set of principles and best practices in the design, pedagogy, technology utilization, student assessment, and course delivery. The authors build a case for the application of best practices to increase the likelihood of successful utilization of consistent practices and processes that support course effectiveness.

While neither the format of course design nor mode of instructional delivery alone guarantee the quality of teaching and learning, both knowledge of best practice and innovative applications can increase the prospect of effective teaching and learning in online and blended courses. With thorough contemplation, planning, and execution, course transformation makes use of new technologies, pedagogies and design components consistent with online and blended modalities. The course development process includes awareness and appropriate application of online and blended course delivery formats, platforms, models, pedagogies and best practices.

Recently, professional learning workshops on designing online and blended courses that promoted best practices was provided to more than 550 faculty members at Towson University. In addition to providing best practices and content in the aforementioned areas of course design and implementation, faculty spotlights highlighted exemplary models. Included in the workshops was an innovative five-step planning process for faculty to use in course transformation along with a multiple-matrices planner. This presentation focuses on the five-step planning process and using a multiple matrices approach to course design and delivery. A demonstration of the process and planner will be included along with related faculty evaluation data. A guided discussion of participants metacognitive reflections during the model demonstration will be conducted.

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Pedagogy of Teamwork: What Students Expect when Collaborating in College

Laura Vernon, Radford University

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.

Working well with others is a non-negotiable skill for students preparing to be professionals in today's diverse workplace. 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 entering the workforce have certain expectations for how they think collaboration should work. But, what are these expectations and how can educators prepare their students to meet these expectations?

The presenter will review her recent informal research on how Radford University graduate students from a variety of backgrounds view collaboration. Even though the research is based on students' experiences while in an academic setting, these experiences often shape their expectations of how to work well with others in workplace settings. By reflecting on their positive and negative collaboration experiences, students reveal key components of good teamwork (what works well and what doesn't) and provide useful insights into what they want from their peers and instructors.

This presentation will help participants better understand the collaborative process through the students' eyes and the importance of meeting student expectations. This better understanding can help participants improve their pedagogical approaches to collaboration and also improve their own collaboration relationships with students. During the presentation, participants will reflect on their own collaboration experiences as both a collaborator and an educator. After a moment of reflection, participants will then set goals for their next collaboration assignment or project with students.

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Preparing Diverse Undergraduate Students for Careers in Digital Media Production

Jeff Spoonhower, University of Notre Dame

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.

I will address specific ways to best teach diverse undergraduate students key concepts of digital media literacy and production in order to prepare them for successful industry careers and/or graduate school programs. The University of Notre Dame offers its undergraduates a broad liberal arts education; thus, my courses attract students from a variety of programs of study, including Film and Television Production, Computer Science and Engineering, Art and Design, Business, Psychology, Biology, and Philosophy. Most of these students have little-to-no experience in the tools and processes of digital media production, nor an understanding of the conceptual and theoretical ideas behind their study and production. Through my courses, students develop marketable critical thinking and production skills, as evidenced by obtaining positions at world-class companies such as Walt Disney Feature Animation, Disney Imagineering, Dreamworks Feature Animation, Warner Bros. Animation, Weta Digital, Netflix, Method Studios, Encore VFX, Electronic Arts, 2K Games, Red Storm Entertainment, Boeing, Google, Amazon, and Microsoft.

My pedagogical goals focus on the following: developing students into engaged, critical media consumers; teaching students the production skills necessary to succeed in higher-level creative courses at Notre Dame, graduate school programs, and industry careers; encouraging students to explore their own creative ideas and form their unique artistic voices. By analyzing, discussing, and writing about the masterworks of screen media, my students learn how to critically approach the production of their own original artistic projects. Along with technical competence and a deep appreciation for the historical and cultural contexts in which a variety of media texts are created, students develop the focus and commitment required to create meaningful works of art.

To achieve these teaching goals, I design hybrid courses that involve scholarly analysis of multimedia texts, as well as their actual production in various forms (films, animations, sound and music design projects, game demos, video essays, etc). In my session, I will explain my approaches to designing and delivering courses in ways that engage students on theoretical and practical levels. Topics covered will include:

- High-level course structure and schedule: lecture and lab goals/content
- Weekly lesson flow: topics link, engage, and become increasingly challenging
- Techniques to connect scholarly lecture topics and reading/writing assignments to the creative production lab assignments
- Creation, delivery, and maintenance of custom instructional video tutorials used to teach production concepts in labs
- Use of industry-standard hardware, software, and production techniques and workflows to teach students "real-world" skills
- Best practices for remote instruction using Zoom and related online tools/platforms
- Challenges in teaching complex technical concepts and practices to students with minimal related experience and skills
- Effective after-hours mentorship and advising strategies

Participants will be encouraged to share their strategies and experiences teaching diverse students in courses with similar pedagogical aims. In addition, I will ask for feedback on my practices of blending scholarly and creative topics and practices in my digital media production courses. This practice session will empower teachers to design courses and assignments that engage students and prepare them for the future.

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

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.

Facilitating and participating in a meaningful and conscientious discourse in a classroom setting is difficult. We have been working on addressing such a challenge with a custom designed discussion facilitation tool called ThoughtSwap. ThoughtSwap design enables discussion strategies that could help promote conscientious discourse in classrooms. A conscientious discourse requires people to openly share ideas, actively listen to each other and engage with social imagination to understand where varying ideas come from, in responding to others.

Classroom discussions taking place in real time are best conducted in a synchronous face-to-face setting. We lost the synchronicity in most courses with unforeseen COVID-19 pandemic that demanded significant changes in classroom formats. The challenge in addressing conscientious discourse in classrooms is still relevant, and in fact it has become even more challenging with this shift. Therefore, we pivoted on an equity-minded lens in tool design, to create effective but equitable classroom discourse tool features, with applicable pedagogical strategies.

The added challenge includes various elements of classroom pedagogy, from multiple classroom formats to ensuring inclusivity of different student populations. In our design pivot, additional to our primary focus like enabling students to share ideas with ease and consider other people's opinion, we have also taken into account the space a classroom would be in - like remote or in-person, format of classroom facilitation - like synchronous, asynchronous or hybrid, acknowledgement of possible resource disparities among students, adding a sense of community and encouraging collaboration, which are indeed essential to achieve the setting for conscientious discourse in classrooms.

ThoughtSwap like in the in-person class setting, still is a tool that works with and supports pedagogical strategies like Draft-Depict-Depose, to allow instructors to initiate and students to engage in conscientious discourse. Therefore, the pivot includes not just changes within the tool itself, but also a rigorous planning and structuring of pedagogical strategies. Recognizing that there is no "one fits all" all solution was important in our design pivot. The changes had to be adaptable without overwhelming the users. Thus, we integrated existing tools familiar in classrooms, like Canvas and Zoom (or similar LMS and video telephony platforms) in our planning. We have implemented ThoughtSwap in three different courses in the Fall of 2020 with the changes we incorporated.

Many instructors and students struggle with the problem we are trying to address, and our approach and the particulars of the pedagogical challenges might be of pertinent interest. The audience would be able to engage with us in walking through our tool and pedagogical design, and sharing how it fits (or not) their classroom formats. We also plan on holding two ThoughtSwap sessions; in the beginning and at the end of the practice session to 1) familiarize our audience on the tool we are introducing them to 2) demonstrate how ThoughtSwap can be used to initiate and hold conscientious discourse in remote setting, and 3) involve audience in the content discussion.

Reclaiming Our Voices: Fighting Depersonalization in Online Teaching with Podcasts

Clifford Stumme, Liberty University

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.

Grounding and Basic Description of the Practice

Online college instructors risk feelings of depersonalization and teacher burnout (Hogan & McKnight, 2007; Bishop & Mabry, 2016), and as online teaching becomes even more prevalent not only due to the form's popularity and ease-of-use but also due to the COVID-19 pandemic, teachers need to guard themselves against the effects of burnout, which threatens their livelihoods and personal happiness. To combat depersonalization directly in the asynchronous environment where interpersonal interaction is minimal, short podcasts are recommended.

In a senior-level, capstone course I teach, I communicate almost weekly with my students through short 8-12-minute podcasts that I record and upload. I usually use them to discuss difficult subjects from the week or to further explain assignment expectations. Even though I make them voluntary, surveys from my students show 80.6% of them listen to these podcasts every single time or most of the time with 73% of respondents saying they felt more connected and 85% of respondents saying I seemed more relatable as an instructor.

The fact that these efforts are successful is not unexpected. Bolliger, Supanakorn, and Boggs (2010); Khechine, Lakhali, and Pascot (2013); and Supanakorn-Davis and Bolliger (2014) all report positive benefits for students, teachers, or both including ease of communication or increased motivation. And as a result, I would like to share my experience and experiments in practice with my fellow online instructors.

Session Outline (Exemplification and Engagement)

First, I will ask attendees to name their struggles regarding online teaching. I will connect these answers to the literature surrounding depersonalization and to online teacher burnout.

Second, I will introduce podcasts as a partial solution and give a step-by-step walk-through of how I integrate podcasts into my classes; I will play portions of my podcasts as examples. I will split the room into groups to discuss benefits and pitfalls of integrating podcasts. We will discuss from teacher and student perspectives summarizing our answers and connecting them to the literature.

I will provide examples (from practice and the literature) of other ways to incorporate podcasts into the online classrooms with demonstrations. I will ask attendees to brainstorm useful ways to integrate podcasts.

I will explain basic podcast technology, selecting a microphone, and recording. I will include free software recommendations and cheap microphone recommendations. I believe similar sessions are often held, so I will keep this portion short and prioritize questions of practice.

I will discuss practice for recording podcasts for educational purposes drawing on personal experience, the sources noted above, and the results of my students' responses to my personal in-class surveys. These surveys include both open-ended and close-ended questions. Main takeaways will include ideal lengths, whether to include visuals, how to develop a proper tone, what topics to cover, and how to introduce the podcasts to students in a way that incentivizes listening and community building.

Finally, I will share my references and open the room to final questions.

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Relational Imagination: Deepening Student Learning Through the Power of Relationships

Andrew Kaufman, University of Virginia

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 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.

The educational inequities exposed by the pandemic, as well as the civil unrest following the tragic murder of George Floyd, have made it painfully clear that college teachers can no longer view themselves as mere purveyors of expert knowledge. They have an educational and a social obligation to facilitate learning that deepens students' capacity for empathy, tolerance, and cultural understanding, as well as their ability to contribute to a more socially just world.

In this interactive workshop, University of Virginia Associate Professor Andrew Kaufman proposes a framework he and his colleague, Dorothe Bach, have devised for thinking about and developing this essential skillset in students. We call it "relational imagination," or the application of imaginative thought to the asking and answering of relationship questions.

Researchers have long established that classroom relationships have a direct impact on the depth of students' learning, the quality of the lives they lead in and after college, and their capacity to contribute as highly functioning citizens to a democratic society (Bovill, 2020; Brownell & Swaner, 2010; Felton, Gardner, Schroeder, Lambert, & Barefoot, 2016). High impact teaching practices are powerful precisely because they are relationship-rich (Brownell & Swaner, 2010). Relationships, in fact, shape nearly every aspect of a students' experience on campus, inside the classroom and out, according to a major 2014 study (Chambliss & Takacs, 2014).

Community-engaged teaching is an especially effective pedagogy for developing students' relational skills. Students in well-designed community engagement courses develop greater empathy and tolerance, the ability to work better with others, and a deeper sense of connectedness to fellow students and their community (Eyler & Giles, 1999). Other well-documented civic outcomes of community-engaged teaching, such as the ability to navigate cultural difference and analyze complex social systems, depend on reciprocal, authentic relationships among students, faculty, and community partners (Eyler & Giles, 1999; Felton, Gardner, Schroeder, Lambert, & Barefoot, 2016; Allred, Robinson, & Belche, Nathan, 2013). In community-engaged teaching, then, deepening student's "relational imagination" is both a learning outcome and central to the learning process itself (Deutsch, Whitley, Wolman, & Kaufman, 2015; Pompa, 2002).

Participants will explore how one nationally recognized community-engaged course, *Books Behind Bars: Life, Literature, and Leadership*, helps students develop their "relational imagination." In *Books Behind Bars*, 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. The course's emphasis on the de-hierarchization of relationships, and the way it models what Parker Palmer calls a "community of truth," are radical and surprisingly effective principles in a context where some of the students are incarcerated (Palmer, 1997, pp. 99-106).

After a brief introduction to *Books Behind Bars* and group discussion of the concept of "relational imagination," workshop participants will engage in an experiential learning activity from the class itself, and then brainstorm similar activities for their own students. Whether interested in community-engaged teaching or a more traditional classroom format, participants will acquire insights and tools they can begin using right away.

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Road Map: Effective Student Navigation to Improve Satisfaction and Outcomes

Katherine Wilford, University of St. Augustine for Health Sciences

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.

End-of-term course evaluations are an integral part of faculty member's performance reviews and are often included in promotion packets. Despite their importance, many faculty are at a loss on how to improve the results of course evaluations. Academic factors such as poor course organization and unclear expectations for lecture and exams can contribute to increased student stress and frustration. These factors contribute more to students' perceived stress than personal, financial, and other socio-demographic factors. Careful course organization, clear goals and objectives, availability and helpfulness of instructors, and fairness on exams have been consistently linked to overall course quality. This poster aims to provide faculty with a variety of course modifications to improve organization and communication, thereby improving student satisfaction and outcomes. These modifications will be presented in a scaffolded manner to allow any faculty to benefit. Suggestions to incorporate immediately include weekly announcements; exam blueprints; and verbiage to communicate exam expectations. Suggestions for implementation next term include a clear and concise reading list and matching lecture schedule; development of guiding questions to assist students with preparatory readings; and creation of other supplemental materials to produce a road map for the course. For implementation next year, faculty can develop activities and materials to demonstrate scaffolding of course content to improve student understanding and comprehension. As a result, expectations of exam content and student performance will improve. The presenter will share examples from her current courses with attendees as well as welcome discussion and brainstorming to create an individualized experience.

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Software Tools for Detecting Exam Plagiarism

Edward Gehringer, North Carolina State University

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.

We will begin by discussing the difficulty of ensuring exam integrity, especially for remote teaching. No longer can the instructor be in the same room with the students while they are taking the exam. Many distance-ed students have been taking exams at proctoring centers, but these too are closed. This has left webcam proctoring as the only viable approach to watching students. Webcam proctoring has several limitations. It can't see everything in the room, only what the webcam is pointing at. There might be another computer screen behind the webcam. A student might be looking down at a crib sheet or another device, and the only clue would be eye movement, which is not nearly reliable enough to justify an accusation. Further, it may be seen as an invasion of privacy for a recording to be stored of a room in one's home, often a bedroom.

From there, we will introduce the idea of comparing exams pairwise in order to detect suspicious similarities. We will mention several statistical tools (programs or packages) that can detect cheating. This approach could be used by itself, or in conjunction with webcam proctoring. Applications are available, such as Integrity (<http://integrity.castlerockresearch.com/>) and SCheck (<http://wesolows.wired4wisdom.com/>) that use statistical approaches to detect cheating on multiple-choice exams. Essay answers can be checked for plagiarism using an LMS plugin like Unicheck (https://moodle.org/plugins/plagiarism_unicheck) or by uploading a zip file of student answers to Turnitin. While that is not as convenient as using a turnkey application, practices have been developed to streamline the process. There are also several software packages for detecting plagiarism, like CopyDetect, CopyLeaks, and textreus, that could be incorporated into an LMS by instructional technology support staff.

Gradescope (a unit of Turnitin) is developing a rubric-based approach to detecting cheating. Gradescope allows exam papers to be scanned in, or exams to be taken online, and presented to the course staff for grading. As they grade the test papers, instructors develop a rubric that awards a certain number of points for each aspect of a correct answer or, alternatively, deducts a certain number of points for each mistake. The program then compares the scoring of each exam paper and detects pairs of students who lost (or gained) points for the same reasons on many questions on the exam.

Plagiarism detection is an active area for research and development. We will finish up by discussing future enhancements, such as systems that apply different statistical tests to different kinds of questions--multiple choice, essay, fill-in-the-blank, and constructed response (short answer), and combine them into a single similarity metric for the whole exam.

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

Marc Napolitano, United States Air Force Academy

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.

The popular perception of film adaptations of literary works is that the "book is always better." This assertion is a cliché oversimplification, yet its enduring power is undeniable. Equally enduring is the use of fidelity as the foremost consideration when evaluating the success of a film adaptation; adaptations that adhere closely to their source texts are embraced, while adaptations that deviate significantly are met with suspicion or derision.

The advent of contemporary adaptation theory - as summed up in Linda Hutcheon's seminal monograph, "A Theory of Adaptation" - prompted a questioning of these old cliché and offered a more nuanced framework for studying adaptations. Adaptations are now understood as unique works rather than their existing solely in relation to their "sources"; moreover, the relationship between form and content has become a much more vital factor in the study of adaptations, as scholars debate how different mediums can bring out distinctive elements when retelling stories (e.g., a film version of "The Great Gatsby" can include jazz music on the soundtrack). As a result of these more complex views of adaptation, the process of adaptation has gained greater respect as both an interpretive and creative intellectual/artistic endeavor.

Though adaptation theory is a niche field (mainly of interest to literary and film scholars, as well as post-structuralists), I would pose that adaptation theory provides a unique and useful framework for educators in the age of the pandemic (and beyond). When the pandemic struck in the spring of 2020, college educators "transferred" their courses online, and since that time, the discourse on online teaching has continued to frame the matter in these terms: faculty "transferred" their classes to the online environment. This framework implies that such a transfer is straightforward: that a face-to-face learning experience is readily shifted to the online learning environment despite the myriad differences between those learning environments. Conversely, by viewing the transition to online teaching/learning as an act of adaptation, faculty are better poised to explore the opportunities (and creative possibilities) of the new environment, and to consider the all-important relationship between form and content: how does the new format necessarily reshape the way in which we interpret/present the content?

During this session, I will introduce faculty to the basic elements of contemporary adaptation theory by way of an exercise that will ask them to reflect on an adaptation and its "source." We will subsequently take the theoretical "lens" of adaptation theory and apply it to the "shift" to online teaching; specifically, I will lead faculty in an activity by which they will "adapt" a key learning activity, lesson, or assessment to better fit the online learning environment. This activity will be grounded in the PIC-RAT framework promoted by Anne Ottenbreit-Leftwich and Royce Kimmons in their handbook on educational technology. Finally, I will conclude the session by conducting a reflection activity during which faculty will consider how adaptation theory might provide an enduring framework for course design in the months and years following the pandemic.

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Strategies for Integrating Service Learning Outcomes with Course Curriculum

Jordan Wilson, Pete Ziegler, Hannah Scherer, Virginia Tech

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.

Interest in service learning (SL) in higher education continues to be strengthened by the Academy and various national organizations focused on promoting meaningful engagement. As students engage in SL, activities, assessments and student learning outcomes (SLOs) need intentional alignment. The interdisciplinary, experiential-based civic agriculture and food systems (CAFS) minor integrates SL activities across its four required courses (Clark et al., 2013). CAFS SL uses an asset-based community development model which allows students to identify their own strengths/interests yet also look deeper into a community's assets and needs to discern mutually beneficial SL activities.

Through an iterative backward design process (Wiggins & McTighe, 2005), the CAFS Taskforce collaboratively defined what students should understand/gain from SL activities (Scherer & Clark, 2019). The resultant SL-SLOs are: Working in the community 1) reinforces the value of civic engagement in addressing challenges and opportunities to promote community well-being; 2) requires adapting approaches and expectations based on people, place and resources; 3) challenges the assumptions and life experiences that shape our views and actions as citizens; and 4) promotes personal and professional growth and ethical practices. These SL-SLOs have been incorporated into course syllabi and are assessed with the existing critical reflection rubric utilized across CAFS courses.

Through illustrative examples of student work and instructor reflection on the course Introduction to Civic Agriculture, session participants will gain insight into strategies for effective integration of SL with course content and adaptations that were made in Fall 2020 due to COVID-19. In this practice session, we will 1) share the SL-SLOs that guide the practice; 2) illustrate how the SL-SLOs were supported in the course; 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. In our course, students engage in SL through partnerships with organizations in the local community and through the course curriculum. The SL-SLOs are supported by engaging students with content such as documentaries, visits from outside partners who are advocates of civic agriculture, readings, writings, and open dialogue discussions that directly reflect the intended outcomes. The required weekly writing assignments provide students the opportunity to be critically reflective about their experiences during SL and the content learned in the class. The required readings promote the idea of personal and professional civic agriculture while providing insight into what civic agriculture means from a societal level. In-class discussion addresses what civic agriculture means from an economical, societal, and political worldview, allowing students to understand how food systems affect human life. The theory of sociological imagination is used to support the pedagogy utilized in the class and connect to student personal experiences. In the final project, which connects to each SL-SLO, students explore and evaluate the impacts of the community based food organization that they served during the semester based on practices identified by Abi-Nader et al. (2009) as essential for community wholeness: justice and fairness, healthy people, strong communities, sustained ecosystems, vibrant farms, and thriving local economies.

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

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

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.

The COVID-19 pandemic's impact on higher education reinvigorated conversations about quality and successful online learning experiences (Smalley, 2020) as in-person courses were rapidly and unexpectedly transitioned to online environments. Learner autonomy and self-regulation have been widely discussed in the literature as considerations for successful online learning experiences (e.g., Barnard et al., 2009; Moore, 1997; Yukselturk & Bulut, 2007). Benson (2011) defined learner autonomy as "the capacity to take control of one's own learning" (p. 58). Learner autonomy can be expressed as self-directed learning in which learners accept responsibility for decisions related to their learning (Dickinson, 1987). Zimmerman (1989) described self-regulated learners as those who are "metacognitively, motivationally, and behaviorally active participants in their own learning process" (p. 329).

Zhong (2018) found that both instructor and course designs "play a critical role in the formation of different dimensions of learner autonomy" (p. 71). Scaffolding learner autonomy involves attention to learner involvement, learner reflection, learner immersion in an authentic learning environment (Ribbe & Bezanilla, 2013). Dabbagh and Kitsantas (2004) identified six processes of self-regulation essential for online learning: Goal setting, Use of task strategies, Self-monitoring, Self-evaluating, Time planning and management, and Help seeking. Zimmerman (2013) included creative visualization as a self-regulatory strategy. Fisher and Baird (2005) examined how course design, strategies, and use of social software technologies might support students' self-regulation and retention (e.g., use of small group projects, student-led discussions, blogs, wikis, e-portfolios).

Although learner autonomy and self-regulated learning are distinct constructs, they share common dimensions such as active engagement, goal-directed learning, and metacognition (Murray, 2014). Murray (2014) highlighted three points for capturing the dimensions of both constructs in learning designs:

- "Learners become autonomous and self-regulated by doing" (p. 333) through opportunities to personalize, reflect, and share their learning.
- Learning spaces should be designed with digital resources, freely and collaboratively accessed.
- Learning designs should attend to the processes of cognition, metacognition and imagination to foster learners' thinking about their development- past, present, and future selves.

This practice session will provide participants (faculty and curriculum developers) with an overview of learner autonomy and self-regulation and examples from the presenters' teaching practice. After this session, participants will be able to

- demonstrate an understanding of learner autonomy and self-regulation.
- develop learning activities with digital tools to support learners' autonomy and self-regulation.
- locate free technology resources to support learners' autonomy and self-regulation.

This session will begin with an interactive activity, followed by a brief overview of learner autonomy and self-regulation in online learning contexts. The presenters will showcase real-world examples from their online courses and discuss connections to learner autonomy and self-regulation. They will share free technology resources used in their teaching. The presenters will end the session by engaging participants in an interactive activity to structure questions, discussions, and peer sharing.

Both presenters have taught undergraduate and graduate courses in instructional technology, face-to face, online and blended. They have facilitated professional development programs for higher education faculty and K-12 teachers,

using a variety of strategies and digital tools.

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TALL Order Teaching: Developing Critical Consciousness in Teaching and Learning

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

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.

Today's polarized socio-political environments require educators to think intentionally about how pedagogical design can move learners from the development of individual critical consciousness toward direct action and a liberated understanding of shared fate. Critical and liberation pedagogies have evolved in response to pivotal social change movements that require intellectual resistance through consciousness raising, but lack justice-forward action. Pipe and Stephens (2020) have developed the TALLS Model (Toward a Liberated Learning Spirit) for developing critical consciousness that 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. TALLS moves learners from a space of academic detachment and unlearning to direct application and embodied liberation. In this session, attendees will explore this justice-forward approach to their teaching environments by disrupting common misconceptions that reproduce postcolonial paradigms with the aim of developing new strategies for nonviolent intellectual resistance and humility.

Attendees will consider the potential of teaching choices to create spaces of curiosity, protest and resilience in the face of inequity that challenge their students to examine the broader world with new sensibilities. Moreover, through a deconstruction of personal teaching philosophies and guided reflection, attendees will examine the impact of liberation-based pedagogy aligned with Martin Luther King Jr.'s Six Steps of Nonviolent Social Change to engage students in critical curiosity about self and others. Attendees will have the opportunity to experience strategies that incorporate culturally-responsive teaching with an indigenous pedagogical approach. This will include the sharing of challenges from their own teaching experiences with the aim of designing new justice-forward teaching strategies to take with them to their own classrooms.

Participants will gain the following:

- Review theoretical and practical context for the TALLS Model (e.g. culturally-responsive teaching, Martin Luther King Jr.'s Six Steps of Nonviolent Social Change, an Indigenous Pedagogical approach, and experiential learning);
- Examine teaching strategies that move learners from detached learning, to unlearning, to applied learning, and, finally, to liberated learning;
- Deconstruct personal teaching philosophies that reproduce postcolonial paradigms;
- Develop personal teaching strategies that honor a decolonial perspective as an act of social protest for learning and that foster curiosity as social resilience in the face of inequity.

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- Wlodkowski, R. J., & Ginsberg, M. B. (1995). A framework for culturally responsive teaching. *Educational Leadership*, 53(1), 17-21.
- Yosso, T. (2006). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*. 8(1):69-91.

Trauma-Informed Approach (TIA) in Higher Education

Elizabeth Lane, Goodwin University

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?

Trauma is a near universal experience with low estimates that place 70% - 80% of adults as experiencing at least one traumatic event in their lives (National Council for Behavioral Health, (NCBH), 2019). Approximately 61% of adults identify at least one trauma by the age of 18 (Centers for Disease Control and Prevention (CDC), 2019).

Considering trauma as a highly influential element in the teaching and learning experience will allow higher education communities to focus research, develop cross-campus programming, and grow specific classroom pedagogy for both traditional and distance learning classrooms. Participants for this presentation will review some of the indicators of trauma in students, including excessive tardiness, difficulty focusing, withdrawal, hesitancy to work in groups, trouble completing exams, and fear of speaking in class, which are common features exhibited by students suffering trauma (Hoch, Stewart, Webb, & Wyandt-Hiebert, 2015, as cited in Davidson, 2017). Additionally, participants will examine the reciprocal nature of the teaching and learning relationship and the potential impact of teacher trauma on classroom experiences, which is often overlooked in the discussion.

Integral to a holistic understanding of Trauma-Informed Approach (TIA) in higher education is the review of the eight principles of trauma-informed teaching and learning as adapted by Carello & Butler in 2015. These principles originated from the principles of trauma-informed care developed by the pioneers in trauma care, Roger Fallot and Maxine Harris. This presentation discusses the connection between TIA to other approaches already utilized, including Culturally Responsive Teaching, Brain-Based Learning, Universal Design for Learning (UDL), and Social Emotional Learning (SEL), which allows practitioners a lens through which concrete classroom strategies take shape. Additionally, as important as it is to discuss what TIA is for higher education, it is also necessary to discuss myths and pitfalls. Lastly, a valuable aspect of this presentation on trauma and trauma-informed approaches involves moving beyond discussing concepts to identifying specific pedagogical examples, including assignment and delivery samples with the goal of providing the professional training necessary to address the pervasive issue of trauma in classrooms.

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Universal Design for Learning During the Time of COVID-19

Lisa Wisniewski, John Kania, Goodwin University

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.

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 many-faced additional challenges due to the technological gap. Goodwin University embraced Universal Design for Learning (UDL), a framework on instruction and learning based on how humans learn. This framework seeks to optimize student learning by providing a wide array of rich pedagogical strategies while allowing for students to represent their understanding in a multitude of ways. The framework is based on three pillars which include engagement, representation, and action and expression. The pillars are focused on the why, what, and how of learning. Instructors can use this framework for curriculum design and instruction. While instructors provide multiple options for students to represent their learning, students are given the freedom to offer different ways to demonstrate their understanding of the concepts learned in class.

Participants will be given a brief overview of UDL principles. The focus will be on the purpose of this framework and why this model is critical in providing opportunities for access and equity in the new era of higher education. Through a series of exercises the participants will engage with UDL strategies and also reflect on their own practice with a focus on why this is important. The exercises include entry and exit ticket, a 1-minute reflection paper, and a brainstorming session among others. There will also be a discussion about curriculum design to create assignments within the framework and students can work on skills of the future (i.e., utilizing technology to create video presentations, blogging, podcasts).

Using Affective Assessments to Redesign Courses that Motivate Students

Meghan Byrnes, Brett Jones, Harold McKenzie, Virginia Tech

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.

PURPOSE

Instructors use cognitive assessments (e.g., a math test) to determine what students know and have learned in a course. However, instructors can also use affective assessments to measure students' non-cognitive abilities, such as their perceptions of a course and their motivation to engage in a course (Popham, 2003). For example, instructors have used the MUSIC Model of Motivation Inventory (Jones, 2012/2020) to assess students' perceptions related to their autonomy, interest, ability to succeed, the usefulness of the course content, and the caring environment in the course (Farkas & McDonald, 2020; Li & Jones, 2019; Streiner & Bodnar, 2019). Researchers have found the MUSIC Inventory to be valid for use with students in undergraduate courses (Jones, 2019; Jones, Li, & Cruz, 2017; Jones & Skaggs, 2016), medical school courses (Gladman, Gallagher, & Ali, 2020), veterinary medicine courses (Jones, Byrnes, & Jones, 2019), and health science courses (Pace, Ham, Poole, & Wahaib, 2016).

The purpose of this session is to describe how we administered an affective assessment (i.e., the MUSIC Inventory) to all first- and second-year students at a veterinary college over a two-year period. 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.

SCHEDULE

We will begin by asking participants to complete part of the Professor version of the MUSIC Inventory (Jones, 2012/2020) as it relates to a course. The purpose of this activity is for them to see firsthand the types of questions that students are asked in the MUSIC Inventory. Then, we will show them the student version of the MUSIC Inventory and describe how it is used, scored, and interpreted. We will facilitate a discussion to answer questions related to how the inventory can be used and any other questions participants have related to the inventory.

Next, we will explain how we used the MUSIC Inventory to survey all first- and second-year students at a veterinary college. We will discuss issues related to the administration of the inventory and how the results were used to affect change in instructional practices. We will also discuss the challenges and difficulties we encountered. We will facilitate a discussion related to any successes and challenges participants have faced in administering similar inventories or course evaluations.

Finally, a course leader from one of the courses will describe his experience in receiving feedback from the inventory and how he used it to work with faculty in his department to make instructional changes in a course. We will end the session by answering any final questions related to the topics presented.

This session will be useful to faculty and administrators interested in assessing non-cognitive factors in courses.

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

Rachel Potter, Mary Baldwin University

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.

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.

Specific evidence-based behavior analytic strategies shared may include antecedent interventions for student success, active student responding, aspects of operant conditioning, SAFMEDS, visual data analysis, forward and backward chaining procedures, and prompting/fading. Examples and scenarios from a variety of disciplines.

Participants will not be expected to have any prior experience or background knowledge of applied behavior analysis. This presentation will provide any pre-requisite understandings in offering evidence-based strategies that can be applied in tertiary education learning situations. The presentation does aim to demonstrate the cross-disciplinary nature of behavioral psychology and to provide opportunities for attendees to realize and discuss how they may have already been applying some of these principles without necessarily understanding the science behind them.

The session will be partially "lecture" in nature but will also involve participation and engagement with those in attendance, encouraging the sharing of prior aligned experiences and offering new ideas of how they might implement some concepts that may be new knowledge.

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

Tina Matuchniak, California State University - Long Beach

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.

College writing centers are sometimes thought to be politically neutral, student supports services, whose central mission is to "help" students (especially those who are "underprepared" or who are "non-native speakers of English") to write proficiently in Standard Written American English. Such centers, it is assumed, have democratizing effects as they level the playing field for those who are disadvantaged in some way, be it through their race/ethnicity, primary language, or immigration status. But do they?

Drawing on postcolonial theory, Bawarshi and Pelkowski (1999) reject this construct of an uncritical, acculturationist writing center, where students are assimilated into the (academic) discourse of privilege, in the process "ridding themselves of all linguistic features that may identify them with communities of color" (Greenfield, 2011, 46). They propose, instead, a model of the writing center as a contact zone where "marginalized students become aware of how and why academic discourses situate them within certain power relationships and require of them particular subject positions" (Bawarshi and Pelkowski, 1999, 44). Such a radical writing center necessarily challenges conventional theories and practices, most especially those situated within an orthodoxy steeped in ideologies of individualism and race- and linguistic-neutrality.

This practice session will describe one college writing center's re-vision of its mission and its practice to better align itself with a postcolonial, antiracist mission. The re-vision will include writing tutor recruitment and hiring practices, tutor training and professional development, culturally relevant and antiracist curricula, and instructional practices that stretch beyond mere acculturation into the dominant structures. Following this initial presentation, the presenter will invite participants consider their own pedagogical lenses and instructional practices, with a view to first understanding and describing the provenance of their praxis and then, applying a postcolonial framework, they will work together in groups to question (tease apart) the politics of their praxis, and identify at least one practice that is worthy of critique. They will then (again in groups) brainstorm some ways in which this one practice may be re-vised to be more equitable.

By the end of the practice session, participants will leave 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.

Bawarshi, A., & Pelkowski, S. (1999). Postcolonialism and the Idea of a Writing Center. *The Writing Center Journal*, 19(2), 41-58.

Greenfield, L. (2011). The 'standard English' fairy tale: A rhetorical analysis of racist pedagogies and commonplace assumptions about language diversity. *Writing centers and the new racism: A call for sustainable dialogue and change*, 33-60.

RESEARCH SESSIONS

Bridging Cultural Divides in Higher Education Through Pedagogy

Crystal Rodriguez, Brandi Rima, Bronx Community College

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.

Student populations across higher education have become more ethnically and racially diverse. Diversity among college faculty has increased slightly, but not at the same rates as student diversity (Davis & Fry, 2019). For example, as of 2017, the U.S student population is two times more likely to be Black and four times more likely to be Hispanic than the faculty (Davis & Fry, 2019). Discrepancies among faculty and students in sociocultural background are common creating barriers to student learning and academic progress. Such barriers include difficulties forming faculty/student relationships, developing meaningful pedagogy that speaks to students' lived experiences, and communicating effectively. Academic progress therefore depends upon institutionalized efforts for crossing cultural divides among faculty and students. Faculty development initiatives can address this need. In this presentation, we will discuss the faculty development program we designed to facilitate cross-cultural competency. Cross-cultural competency training can help faculty bridge socio cultural divides with their students (Szrom, 2015).

In effort to enhance connections among faculty and students, we implemented a training program for faculty teaching at Bronx Community College (BCC) of The City University of New York (CUNY). The BCC faculty and student populations are generally discrepant in sociocultural make up. BCC is a Hispanic-serving institution with 61% of students identifying as Hispanic. In contrast, most faculty at the community college do not self-identify with the Hispanic identity or culture. Only approximately 17% identify as Hispanic. Our program, *Presente!*, aimed to offer faculty practical strategies for bridging the gaps between their own cultural backgrounds and their students'.

With grant funding from the National Endowment for the Humanities (NEH), we designed and implemented *Presente!* during Spring 2017-Fall 2018. Objectives of the program included facilitating culturally relevant pedagogy, infusing Latinx-centered content into existing curricula and advancing cross cultural competency. Eighteen (18) faculty participants were recruited from across the college's social sciences and humanities disciplines. Participation involved completing a series of workshops and seminars focusing on issues about race, class and gender in Latinx/a/o history and culture. Through their work in the program, faculty developed culturally relevant lessons and assignments to implement in learning communities and/or stand-alone courses.

In a larger examination of the longitudinal impact of *Presente!*, we conducted a survey study of faculty and student experiences in the program and teaching Latinx content. Following participation, faculty completed a survey that included self-assessment measure of their level of cross-cultural competency. In Fall 2019, students completed a survey about their experiences learning a Latinx-centered lesson as well as their perceptions of their professor's cross-cultural competence.

In this presentation, we will compare the faculty's self-assessment of cross-cultural competence to students' perceptions of their professor. The purpose of the student questionnaire data is to provide a voice that is often limited. We will also provide recommendations for creating inclusive and relevant college curricula to better serve the changing college student population.

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

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

Introduction:

In the spring of 2020, COVID-19 forced professors to transition face-to-face courses to online. Quantitative research suggests that students had a range of positive and negative experiences with the transition. However, there has yet to be a qualitative study on this topic. As such, we conducted an analysis of the popular website ratemyprofessors.com to explore student views of their professors' teaching methods during COVID-19.

Methods:

In April of 2020, we performed an advanced, systematic, exhaustive search of ratemyprofessors.com using the search terms "COVID" and "coronavirus." The search retrieved 321 student comments about 272 professors across disciplines regarding teaching methods during COVID-19. Researchers were immersed in the data by reading the interview transcripts several times during and after data collection. Then, illustrative statements from the data were clustered into themes that provided meaning and description of student views.

Results:

Five major themes emerged from the data:

1. **Flexibility:** Students appreciated professors who were flexible during COVID-19 regarding due dates and optional assignments. However, students did not appreciate professors who were not flexible.
2. **Expression of Care:** Students perceived that professors cared about them by being flexible, checking in on students, or asking if students needed anything (e.g., food, supplies). However, students perceived that professors were not caring if they were not flexible.
3. **Prompt Communication:** Students appreciated it when professors answered emails and updated students with course changes and assignments. However, students did not appreciate a lack of communication from their professors.
4. **Modification of Curriculum:** Students appreciated it when professors decreased the amount of coursework (i.e., cancelling exams and/or assignments) after COVID-19. However, students did not appreciate it when professors increased the amount of work after COVID-19 (i.e., adding additional assignments and/or exams).
5. **Effective Use of Technology:** Students appreciated it when professors used technology effectively. However, students did not appreciate it when professors did not use technology effectively.

Conclusion:

Given the potential of multiple waves of the COVID-19 pandemic, college instructors may be forced to transition to online teaching in the fall of 2020. As such, implications of this study will be discussed with attendees during the presentation.

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

Jennifer Brielmaier, Ying-Ying Kuo, George Mason University

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.

Online and hybrid courses are becoming increasingly common as students seek more flexible learning opportunities. There is increasing interest in comparing the effectiveness of these different formats (Means et al., 2013; Margulieux et al., 2015). However, there is little research comparing students' learning experiences across all three modalities. This study aimed to compare student performance, satisfaction, and engagement in a 300-level undergraduate neuroscience course offered in the fully online, hybrid (50% online/50% face-to-face), and fully face-to-face formats. The course is required for undergraduate neuroscience majors and minors.

Data collection was conducted from Fall 2018 and Spring 2020 with a course evaluation survey at the end of each semester. A total of 205 students were enrolled in two online sections (n = 78), two face-to-face sections (n = 63, and two hybrid sections (n = 64) offered by the same instructor. The face-to-face course featured a traditional lecture format. The fully online and hybrid courses utilized lecture videos to deliver content. The hybrid course featured an additional component of in-person, team-based active learning exercises once per week. Results indicated no significant differences in overall learning satisfaction when the three formats were compared using ANOVA. However, comparisons of final grades revealed a statistically significant difference between the hybrid and online formats, with no differences found between online and face-to-face or hybrid and face-to-face.

To assess student engagement, students completed a modified version of Dixon's (2010) Online Student Engagement Scale where they rated their agreement with a series of statements where 1 = Strongly Disagree and 6 = Strongly Agree. Results revealed significant differences between hybrid and online and between hybrid and face-to-face sections on statements pertaining to active participation, asking questions, enhancement of learning through interactions with others, the positive impact of teacher involvement, and keeping up with the course schedule. Our results suggest that the hybrid format may offer the "best of both worlds" (Ward, 2004) by combining the flexibility and learner control characteristic of asynchronous online courses with the opportunities for interaction and immediate feedback characteristic of face-to-face courses. Data will be collected from a modified version of the online course being offered in Fall 2020. Some instructional interventions aimed at enhancing students' learning and engagement will be shared.

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Faculty Responses to Student Plagiarism and Detection Software

Shawn Bielicki, Alexandra Barnett, Liberty University

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).

Much has been written on the topic of plagiarism in higher education and the research on this topic is quite broad. Donald McCabe, a Rutgers University expert on academic integrity, conducted large-scale surveys on academic dishonesty from the 1960s up until his death in 2016. Rebecca Moore Howard, a Syracuse University Writing and Rhetoric faculty, has advocated for a teaching approach to addressing plagiarism by embracing concepts such as intertextuality and patchwriting when working with student writers. Jude Carroll, of Oxford Brooks University, has called for a holistic, institutional approach to plagiarism with the goal of prevention. The present study focuses on a specific area of inquiry: faculty responses to student plagiarism in relation to use or non-use of plagiarism detection software (PDS).

This study has two aims: 1) identify themes and commonalities among the research participants; and 2) produce empirical data on faculty perceptions of student plagiarism and PDS by using a qualitative approach. A total of 14 faculty participants were interviewed at a large, midwestern university to answer the following research questions: How do faculty respond to plagiarism; How do faculty detect and deter plagiarism; and How do faculty perceive PDS? Data was analyzed in MAXQDA using an inductive approach to coding, in two cycles. Analytic displays were also used to further analyze the data.

The analysis of research questions one and two, faculty experiences in deterring and responding to student plagiarism, centered around a teaching lens. The teaching lens presented by the participants fell into two primary categories: academic writing skills and life lessons on personal integrity. Research question two also sought to determine methods used for detecting student plagiarism. No one relied on PDS alone, as participants were utilizing both technology and non-technology means of detection. The perceptions of PDS, research question three, found participants were using the software, were not using the software, or were opposed to the use of such software. The central commonality among all participants was a desire to help students achieve academic success and prepare students for their future academic and professional endeavors. The participants did not describe policing behaviors and addressed the student as an individual without shrouding them in the anger or animosity of past student indiscretions.

The conclusion of the study found participants in the Humanities are utilizing PDS. Their students are writing papers and bringing in the use of external sources through paraphrasing or direct quotes. Those who are not utilizing PDS are teaching within STEM disciplines. STEM participants described student papers as writing the results of lab experiences. Those holding an opposing viewpoint on the use of PDS are either from a Rhetoric disciplinary tradition or a STEM disciplinary tradition. There are disciplinary differences in the function and purpose of writing. We must recognize diverse writing practices across disciplines as vital to the equitable treatment of students who are accused of plagiarism. Plagiarism is complicated by the following disciplinary contexts: text overlap in STEM writing, patchwriting in humanities writing, and intertextuality in rhetorical writing.

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

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.

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. When developed with a focus on space and place, the VR experience can immerse the learner within the environment and build engagement. Immersion and engagement are enhanced through spatial mnemonics constructed in memory palaces, method of loci techniques, and Learning Based Games (LBG)s for students to explore within the VR. Experiential learning is found to be critical for student growth as the learner departs from conventional instruction towards an exploratory approach that is more reflective and internalizes student knowledge of the world around them and their relationship to that world. GeoEPIC, a virtual reality learning platform, capitalizes on experiential learning by delivering a classic field geography experience that incorporates methods for learners to explore using remote sensing, GIS tools, and field analysis. Interdisciplinary topics help students understand course material in novel ways by offering "learning through doing"; which challenges the learner to analyze the virtual landscape and to engage with other participants. Engagement of curriculum in this manner allows for interrelationships of the highlighted physical, biological, and cultural geography topics. The platform is designed to build geographic knowledge and skills as students advance through lessons, reflect on the experience, and gain insights to procure deep, intuitive understanding of the content.

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

Andrew Barnes, Virginia Tech

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.

Construction Management (CM) is a relatively new academic field and much remains unknown about how undergraduate CM learners should be educated.¹ This problem is compounded by an accruing body of literature indicating that predominant pedagogical approaches (i.e. traditional reading- and lecture-based teaching) are inadequate and need to be reconsidered.^{2,3,7} Due in part to the technological boom over the past few decades, many alternative pedagogical interventions are available. However, the effectiveness of many of these interventions have not been rigorously evaluated for learners in applied fields, including CM. Consequently, CM instructors are currently teaching without informed guidance as to which teaching methods are the most appropriate for their learners.

This study focused on the pedagogical efficacy of instructional videos (IVs) as a form of object-based learning (OBL) for undergraduate CM students. OBL is an active, student-centered teaching approach that relies on digital educational resources called learning objects to facilitate tailored learning experiences for a specific audience.^{5,8} Learning objects include a wide array of e-learning-based instruments, including IVs,⁴ which, increasingly, rising generations are reporting preferences for.⁶ In Spring 2020, we implemented a multiple methods research study in a flipped CM course to examine the impact of IVs on learner performance and experience.

We first synthesized guidelines for IV design and development across multiple applied fields. Bringing the espoused theory immediately into application, these guidelines informed the production of IVs for the case-study course.

IVs were delivered to students as supplemental learning materials, in conjunction with weekly readings, in a repeated-measures crossover experiment. In this experimental design, roughly half of students received the video each week, while others were given only readings. Using pre- and post-test assessment scores, surveys, and interviews, we evaluated 1) the ability of IVs to improve learner achievement relative to pre-test scores, and 2) the impact of IVs on students' quality of learning experience (QoE).

Based on published literature, we hypothesized that IVs would be more impactful for learners who traditionally have less construction experience (i.e. younger, underclass learners, women). We found no significant differences in student improvement on assessments by these moderating variables.

This experiment was underway when the university transitioned to fully online education during the COVID-19 pandemic. Including this new variable (i.e. instructional delivery method: in-person vs. online instruction) we found no significant differences in learner improvement or the effectiveness of IVs before and after this transition.

While IVs had little measured effect on overall learner achievement, they had a substantial effect on QoE. These results are useful to both education researchers and practitioners in a number of ways. First, it suggests that undergraduate CM learners are resilient to minor pedagogical adjustments. Instructors should not expect large results from small changes. Second, CM learners recognize and appreciate pedagogies that match their learning preferences.⁶ IVs make a substantial positive difference in the learning experience. Finally, instructors have the ability to create meaningful IVs that conform to the most recent best practice guidelines in the literature.

We see our work contributing to and learning from conversations among the scholarship in two special editions of Peer Review, one from Fall 2014/Winter 2015 on "Faculty Leadership for Integrative Liberal Learning" and Spring 2018 on "The LEAP Challenge: Engaging in Capstones and Signature Work"

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Learning Experiences of Minority Women in a STEM Mentoring Training

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

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.

A disparity exists in science, technology, engineering, and mathematics (STEM) degrees and careers among genders and racial populations (National Science Foundation [NSF], 2019), and mentoring is becoming an intervention to promote STEM engagement, matriculation, and persistence for these underrepresented populations (National Academies of Sciences, Engineering, and Medicine [NASEM], 2019), with virtual peer mentoring swiftly becoming a mentoring approach that enables women and ethnic and racial minority (ERM) students the opportunity to participate (Zambrana et al., 2015). Peer mentoring programs, which include mentor and mentee training, that employ virtual approaches are only beginning to be developed and piloted (Leidenfrost et al., 2014; Watts et al., 2015). There is little research on the outcomes of virtual STEM 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 interface. Thus, when developing a virtual program, it is commonly considered a best practice to perform some form of usability test or learning experience design study prior to the launch of a program to assess the use, usefulness, and ease of use of the learning environment to support its intended outcomes. Therefore, the presented study is a learning experience design (LDX) study, which examines how content (i.e., I.D.) and user experience (UX) supports the achievement of identified outcomes (i.e., mentoring competency and self-efficacy) in a virtual STEM peer mentoring training program. This training is to be implemented as part of a larger virtual mentoring program for ERM women in STEM programs at two Historically Black College or Universities (HBCUs).

The researchers employed a hybrid field and laboratory think out loud and interview protocol with 7 ERM women participants, which allowed the testing of the training modules on participant's native devices (e.g., personal computers) while in a laboratory-type setting (e.g., Zoom meetings). After the interviews, the research assistants transcribed the audio, and 329 comments were initially coded by three of the researchers using LDX coding from a previous study that attempted to provide a framework for LDX studies and identify LDX constructs (Tawfik, 2020). The researchers recognized that the codes did not always apply to the current data set and additional codes and revisions of codes were needed. Therefore, all 329 comments were coded using open coding for any reference to the efficacy, satisfaction, and effectiveness (e.g., competency or self-efficacy development) of the learning experience. These open codes were discussed and aggregated into 10 axial codes. The themes were compared to with codes from previous study. Through a series of discussion, 7 primary codes were agreed upon to extend or modify the previous study findings and describe the learning experience design of users in this study. These themes will be discussed to describe how interaction with the virtual peer mentoring training interface facilitates building self-efficacy and mentoring competencies (e.g., intended learning outcomes). Moreover, how the results extend the previous research and learning experience design framework will be described.

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

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.

In the spring semester of 2020, the Coronavirus Pandemic led to an unprecedented shift from face-to-face learning to an instantaneous virtual learning environment. Although online education has been a successful model of pedagogy at many universities, the Human Nutrition, Foods, and Exercise (HNFE) department at Virginia Tech had few online class offerings. HNFE has 31 faculty members and ~900 undergraduate students either in the exercise and nutritional science track or the dietetics track. There were 29 HNFE classes offered in the spring of 2020, that students who participated in the survey could have been enrolled in. Many members of our faculty have a strong pedagogical background and several have completed virtual learning continuing education classes. Even for this handful of faculty who were trained in teaching online, the immediate pedagogical shift in the middle of the semester gave little time for adequate course design geared for virtual learning. Understanding that there would be room for improvement in online delivery as we moved into the fall of 2020, we developed a departmental survey employing a mix of quantitative and qualitative questions to assess students' experiences in the spring of 2020, specifically looking at their self-perceived motivation using the MUSIC model. 302 students (13% freshman, 26% sophomore, 40% junior, 19% senior, 2% other; 88% female; 86% Caucasian; 11% First-Gen; and 10% transfer) completed the survey, a 33% return rate. Results indicated that students desired more faculty contact through synchronous Zoom sessions, and did not want to participate solely asynchronously.

The MUSIC model results indicated that across all HNFE classes offered, the Caring component of self-perceived student motivation (as compared to eMpowerment, Usefulness, Success, and Interest), was the lowest scored category (a score of 3.54/6 or in the range of somewhat agree to somewhat disagree). In addition, 52.6% of students mentioned that the transition was stressful and 67.4% of students still prefer face-to-face as the preferred modality. Highlighting the variability in student perceptions and priorities, self-reported student autonomy was the most cited positive outcome mentioned by 49.7% of the students. Internet reliability was a concern as well, with 7.4% of students reporting that they rarely or sometimes were able to connect and 35.3% reporting that they were usually able to connect. The results of the survey were shared with faculty, and faculty are focusing on ways to make better connections with and between the students. These connections are intended to increase the student's self-perception that the Instructor cares for them and their academic success, as well as facilitate more student-student interaction to establish a greater sense of community. The survey will be re-employed at the conclusion of fall 2020 to re-measure the student's perception of virtual learning in HNFE. Examples of strategies implemented by faculty and results of the second survey will be shared. Future research opportunities could focus on stress/anxiety indices for virtual versus face-to-face modalities and how Pandemic health concerns affect student learning.

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

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.

This panel of faculty from the University of Michigan-Flint will discuss results of a study exploring the use and impact of "signature" assignments as a strategy for integrative learning. We define signature assignments as a significant project within a course that illustrates something quintessential about course content; directly embeds general education outcomes; asks students to synthesize and apply learning; gives students agency in the application; and requires a significant and intentional reflective component to foster connections across, beyond, and to the material wherein students interrogate and articulate relationships between material, curriculum, community, and self. Signature assignments can occur at any level of the undergraduate curriculum and at any point in the semester. They vary widely in form and content, but can be used in any discipline at any level, and might be centered upon an essay, solution to a math or physics problem, creative work (photos, graphics, fiction, etc.), PowerPoint presentation, products of a group project, or much more.

To investigate how the design and inclusion of such assignments fosters integrative learning, we have thus far surveyed over 50 faculty and 675 students across multiple academic units of our regional comprehensive campus. To date and through our study, signature assignments reached 20% of our total undergraduate population throughout all levels of the undergraduate curriculum and across a range of disciplines and courses, including some with designations within General education (i.e., First Year Experience, English Composition, Humanities, Social Science, Global Studies, Fine Arts, Health and Well Being, Finance and Quantitative Reasoning, Natural Science, Technology, Capstone).

The students poised for long-term success are those who find their education not just relevant as a means to future employment, but meaningful in their lives as lived now. Advisors and mentors report that students voice a deep desire to make sense of the curriculum. We argue that signature assignments can foster such connectivity through metacognitive practice and are powerful tools for integrative learning. Our findings over two years demonstrate signature assignments advance content knowledge and cultivate metacognitive practice, inviting all students to experience and articulate learning across the curriculum as coherent, meaningful, and personal. For faculty, focusing on assignment design through the "signature" assignment lens and developing such intentionally integrative assignments generates deeper satisfaction with student outcomes and with one's connection to teaching.

Presenters will share survey data, spotlight faculty and student satisfactions, and highlight promising insights for student success and belonging; faculty development, engagement, and camaraderie; and coherence and meaning across general education.

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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

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.

With the continued increase in enrollment at colleges and universities, the number of students entering college mathematics underprepared is increasing. The National Assessment of Educational Progress found that only 25% of 12-grade students had scored at or above proficiency of the NAEP math assessment (NAEP, 2015). This also holds true for students who are enrolling in Calculus and Calculus II courses. 24% of students at universities offering only undergraduate mathematics degrees (21% where masters degrees are offered) find themselves required to take calculus more than once (Bressoud, 2015). Still, others feel the need to retake calculus I or II in college or university after having already taken them in high school (Sadler & Sonnert, 2018), feeling the need for a more rigorous preparatory remediation.

While programs like university-sponsored tutoring and policies such as mandatory office hours could be used to mitigate the need for remediation, several universities have begun experimenting with offering co-requisite model courses to at-risk students. This is a model wherein the student takes an additional course parallel to their math course that is meant to supplement their instruction from the main course. Such programs have seen success in a math course for chemistry students (Hesser & Gregory, 2016), developmental mathematics (Bachman, 2013), and college algebra (Mireles et al., 2014). While some models allow for self-selection into the course, others look at mathematical aptitude indicators, such as high school algebra one scores (Sadler & Sonnert, 2018), to mandate participation. In addition, many models differ in being credit-bearing or non-credit-bearing. Even with this not being an exhaustive list of courses and models, relevant research shows the potential for co-requisite model courses to be a useful tool to prevent the need for remediation in higher-level math courses.

The questions that guide the research: Do students feel the corequisite courses improve their mathematics skills and improve their success in their Calculus courses? Secondly, does enrolling in the corequisite coursework impact their perceptions about themselves as math learners and beliefs and attitudes (Randolph, 2007) about mathematics? It is the goal of the research team and instructors of the courses to observe student success as well as monitor pre and post surveys from corequisite coursework supporting Calculus and Calculus II, as well as Calculus and Calculus II courses. These surveys are being collected each semester to assess student self-perception of success and allow instructors to get a sense of student needs beyond the content. Understanding these will enable a more thorough understanding and implementation of instructional tools and methods to prevent attrition and enhance performance in Calculus I&II.

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Spotlighting Learning Analytics: An Improvement Tool for Online Engineering Courses

Paige West, Virginia Tech

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.

Learning analytics can optimize online instruction; however, the cryptic data inhibits instructors from improving their courses. Additionally, researchers claim there are various challenges with online learning, such as establishing a student-instructor relationship and instructors providing feedback (Bourne et al., 2005; McMullin & Owen, 2002; Orcutt & Dringus, 2017). This research explores the usefulness of learning analytics (LA) in addressing online engineering learning challenges. LA provides real-time data on the students' interactions with course content. For example, analytics can assess the popular course visitation times or discussion post frequency. As a result, this study investigates the types of data LA provides on student participation in an online course to identify instructional improvement areas.

Using a mixed-methods approach within a case study, this study used an online construction management course at Virginia Tech to investigate the dynamics of online learning. The course had five modules, and each week the students watched lecture videos and posted on a discussion board. Each student also had eight homework assignments, two tests, and a group project to measure understanding of the course material. The case study occurred during Spring 2020 and included three phases. Phase one involved preparing for the start of the semester by researching LA collection. Phase two included collecting LA and survey data during the course. The goal here was to observe the students' activity fluctuations and learn about their perceptions with the content. Phase three included analyzing the collected data. Altogether, the analytic data included every interaction the students had with the course.

When parsing the data, the researchers created graphs to visualize the students' interactions. One result of the students' overall activity data showed that the popular times to engage with the course were 2 PM, 3 PM, and 4 PM, respectively. Additionally, the students were most active in posting on the discussion boards around 8 PM and replying to their peers' posts around 1 PM. Prior studies suggest that instructors can increase student participation by engaging with them. So, knowing the peak activity times of engagement could instigate more student-teacher interaction (Bourne et al., 2005; Chen et al., 2018; Hui & Farvolden, 2017; Martin et al., 2016).

The surveys explored the students' understanding and applicability of the course material. Similar to previous research, the students found industry-based examples beneficial to their understanding of the content (Bourne et al., 2005; Chen et al., 2018). Additionally, the students stated the knowledge check questions, asked during the videos, helped them focus on the topic's essential aspects. Based on other studies, understanding the students' perceptions of the material can assist with future course development (Graham, 2019; Martin et al., 2019).

By using LA and surveys, this study has exposed some of the mysteries of an online platform. The future of this research is to collect more data from the same online course taught during Summer 2020 at Virginia Tech. Overall, the impact of this study is to determine how learning analytics can be leveraged to help students and instructors have a successful online experience.

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Starting to Flex: Initial Instructor Experiences with HyFlex Course Design

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

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.

Our proposed session details our current research studying initial instructor experiences implementing HyFlex course design at a small public university in the upper Midwest during Fall 2020. While HyFlex has become an increasingly hot topic in higher education--in both popular literature (Kelly, 2020; Lederman, 2020) and academic literature (Alexander et al., 2016; Beatty, 2019)--there has been little research exploring instructor experiences designing, implementing, and navigating HyFlex courses.

To better understand how instructors are adapting to HyFlex course design, which allows for both hybrid and flexible modes of attendance, our study interviews ten instructors at a small public university in the upper Midwest representing disciplines that range from exercise science to graphic design. We conducted thirty-minute interviews with each participant once a month for a half an hour from September to December. We asked about their course design, their hopes, their concerns, and their general classroom experiences. Using interview-based methodologies common in our home fields of composition and rhetoric (Shipka, 2011; VanKooten, 2016; Yancey et al., 2014), we prepared a list of questions for each interview but allowed conversations to deviate from the script. We positioned ourselves to welcome unexpected and unplanned responses and conversations; we allowed participants to share with us those things that mattered most to them at the time of the interview.

At the time of writing, we are still gathering data, but already we know that definitions of HyFlex vary widely among instructors. While all participants were trained using research from Beatty (2020), who claimed that true HyFlex must center student choice regarding when and how to attend class, many instructors use the term to describe courses where students are required to rotate between in-person and remote instruction in order to avoid overwhelming classroom COVID capacities. At this time, it seems that these instructors struggle more than those who have fully embraced student choice.

Instructors, who center student choice regarding attendance, take active strides to engage online students, and use interactive digital tools (e.g., Mentimeter, discussion boards.) report having the most student engagement and the most positive teaching experiences. A notable exception to this trend is an education instructor who rotates which students attend class in-person and online each period. This instructor's success seems to be an anomaly, as most instructors who began their courses with a rotating attendance schedule have already defaulted to a de facto version of student choice within the first month of classes because tracking and responding to attendance became too onerous and confusing.

While useful for making courses more accessible for students, instructors also report drawbacks associated with HyFlex. Many report that their classes suffer from their inability to read student facial expressions and body language, hamstringing spontaneity. Further, instructors report that classroom technologies favor lecture over student-centered learning methods, and many claim to be cutting back on workshops, games, and other collaborative activities in order to make their classes fit into a HyFlex model.

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The Role of Global Rankings in Organizational Identity Change

Saule Anafinova, Eötvös Loránd University (ELTE); Sulushash Kerimkulova, Nazarbayev University

The present study aims to highlight the challenges that rankings bring to the universities in developing countries. These challenges need to be re-assessed in the context of worldwide of COVID-19 when only big international universities are able to continue research activities.

The present study examines the influence of global university rankings at a large public university in Kazakhstan (unnamed for reasons of anonymity and referred to as X University) from the perspective of its faculty and administrative members. The article attempts to shed light upon the change of organizational identity at the X university, caused by the influence of global university rankings. The findings reveal two simultaneous processes at X University: the development of global identity and aspirations, expressed in the increased research orientation of X University and its efforts to create an image of an international research university; and retaining the role of teaching as the main university function behind the facade of the external university image. The analysis of the findings reveals that the conflict between two processes has led to the simultaneous occurrence of isomorphism and decoupling in the process of X University's identity change, fostered by the influence of global university rankings.

POSTER SESSIONS

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

Denise Wilkinson, Kathy Stolley, Amber Gruszczyk, 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. Student enthusiasm for learning is inspired by an instructor's passion (Hains-Wesson, 2011). To promote student learning, it is advantageous for faculty to share a passion for learning that is reflected not only in the classroom, but outside of the classroom as well. Additionally, integrating creative and engaging pedagogy may also promote relevant learning within a diverse student population (Bosch, 2008). More than a decade ago, two Virginia Wesleyan (VWU) faculty members in the Sociology and Music departments organized a symposium to address this challenge of engaging students both in and out of the classroom. Drawing on the school's liberal arts focus, the symposium was christened "Love Liberally" and scheduled during the week of Valentine's Day. The format offered lectures related to "love and the liberal arts" presented through each instructor's disciplinary lens. It was a success, and every year since, faculty and staff have been invited to incorporate "love" lectures into their classrooms and learning sessions across campus. Sessions are open to all students as well as the wider campus community. The series, now organized and managed by VWU's Innovative Teaching and Engaged Learning (INTEL) Center, offers an engaging and relevant opportunity for students and campus members to explore course content areas and create new associations with ordinary topics. Examples of classroom presentations have spanned the social and natural sciences, arts and humanities, professional programs, and various academic support offices. Topics have been as diverse as this sampling: "Sex in the Sea" (Tropical Marine Ecology); "Puppy Love" with guest human and canine co-presenters (Sociology); "And the Winner of Romance is...?" (Mathematics); "What's Love Got to Do With It? Texting, Relationships, and Interpersonal Communication" (Communications); "When Love Kills" (Criminal Justice); "Imagining Love in Music and Art" (Music); "Tea and Trivia: For the Love of Downton Abbey" (VWU library); and "For the Love of Mother Nature: Campus Clean-Up" (Wesleyan Engaged office). To counter the possible challenges of a lingering pandemic in the coming spring of this academic year, a committee re-formulated the symposium into an online video series and updated the title to "Love Virtually in The Liberal Arts." With the continued improvement of technology that supports the educational platform, liberal arts colleges are encouraged to embrace technology to improve the value and usefulness of course content (Chopp, 2014). This virtual symposium will be a collection of short and informal video recordings dubbed "Bob Talks." (The name plays on the popularity of TED Talks and our school mascot, "Bob" Marlin.) Faculty and staff are encouraged to record their presentation in a space that works best for them, whether a classroom, office, or living space, and to embrace the challenge to share their research in a fun and informative way. Presentation recording and posting are already underway. This poster will focus on the background, details, and attributes of the Love Liberally series and the adaptation to the virtual series. Links to the virtual "Bob Talks" series will also be shared.

10 Best Practices for Moving Experiential Research Programs/Courses Online

Caitlin Cridland, Virginia Tech

Like many institutions and programmes around the world, the COVID-19 pandemic prompted us to move our in-person summer undergraduate experiential learning program to a virtual format. This presentation discusses the 10 ten best practices for moving a STEM experiential research program (an REEU) online. Here, we will present how our program was restructured to move online, the practices that improve student engagement, and the approaches that were most effective for moving undergraduate research programs online. The aim of our summer undergraduate research program is to prepare and train undergraduate students for basic and applied research relevant to agriculture and plant sciences. It is a unique program that enables undergraduates to perform hands-on research and extension activities for 10 weeks in a lab at the main VT campus and at one of four Agricultural Research and Extension Centers (ARECs). Throughout the program, fellows engage in basic and applied research on plant protection, soil health, and

food safety. Fellows also participate in educational activities and a structured mentoring program that provides them with unique training experiences to improve their science communication skills and foster their professional development. Like many institutions and programs around the world, the COVID-19 pandemic prompted us to move our in-person summer undergraduate experiential learning program virtual. Given the number of summer programs that were canceled and the significant reduction in research and experiential summer opportunities for undergraduates due to the pandemic, we decided to pivot our in-person program online. To provide an engaging and impactful research program virtually, we redesigned our program to consist of two concurrent research projects: 1) a project focused on basic plant science and 2) a project focused on applied plant science and extension. To boost professional development opportunities, we restructured our mentorship program, added a weekly journal club, and increased the number of professional development and scientific workshops. Based on student feedback and previous pedagogical literature, we have identified our top 10 practices that we utilized to help engage students during our virtual program. The focus of this practice session will be on the approaches we took that helped facilitate the pivot to an online experiential learning program. Furthermore, we will discuss how others can implement these practices for their own experiential learning programs and research-based courses. The session will include discussions and interactive activities with the audience on why these approaches can help student engagement and retention in both online and in-person learning settings, and how programs can implement these practices effectively.

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)! Dr. Antoinette Petrazzi Woods, a Counselor Educator and Licensed Professional Counselor, intentionally, compassionately, and some may perceive as humorously, reflects about the advantages, limitations, and overall outcomes experienced by educators in a Pandemic context to achieve herculean expectations to promote student learning and quality teaching. Using the Individual-In-Context Model (IIC Model; Petrazzi Woods, 2016; 2018) that includes a holistic and systemic paradigm, Dr. Petrazzi Woods encourages those in positions of authority in higher education to give a respectful "voice" and "inclusive seats at the tables of discussions" to faculty on the front lines delivering quality education for learners. Passionate and dedicated faculty members intrinsically strive to excel to benefit student learning. Such faculty servant-lead in higher education by being generous with sharing their lived faculty experiences through professional presentations, publications, mentoring, and so forth. Dr. Petrazzi Woods advocates use of the Open SUNY OSCQR Standards for instructional design in online learning, and agrees with SUNY that faculty ideally should be provided six to nine months to build a course online. Some higher education contexts provided faculty with less than six to nine months to build numerous courses using OSCQR Standards as guidelines. Dr. Petrazzi Woods shares an example syllabus that she created based upon the scholarly SUNY OSCQR Standards. Sharing and modeling the example syllabus will generate participant engagement and discussion about instructional design and distance education.

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. COVID-19 has created a rapid transition to the virtual setting for many universities. Faculty are now grappling with how to transfer traditionally face-to-face methods to this new environment. Particularly difficult, laboratory courses have a unique set of challenges in the virtual setting. This poster will begin with a literature review on clinical simulations. An innovative pedagogy, in-person simulations create immersive lab experiences for students and have assisted with the development of psychomotor and clinical reasoning skills. In addition to a literature review, common mistakes of simulation will be briefly inventoried. To assist attendees with implementation in their own course, the poster will include a detailed description of the virtual immersive lab experience. Beginning with the creation of the case and other supportive materials such as student instructions and schedule, training of the standardized patients and adjunct faculty will be discussed. After successful execution of the simulation itself, the debrief is often referred to as the most important aspect of simulation. The poster will carefully outline and suggest a variety of methods to conduct an effective debriefing. A well-executed debriefing session will ensure students walk away from the experience with the critical information to support learning objectives relevant to the individual course.

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. "If you think taking care of yourself is selfish, change your mind. If you don't, you're simply ducking your responsibilities." - Ann Richards. Numerous socio-political, economic, and cultural factors collided to upend higher education in recent times. Women in academia, who have historically shouldered greater emotional, familial, and work burdens even in "ordinary" times need to be especially prepared. Women academics continue to have ambitions and make plans regarding work/home life. To maintain a sense of identity equilibrium and continue making progress with challenges posed by the pandemic, women are redefining expectations about work/family. These expectations include reworking pre-existing assumptions regarding professional availability, meeting with colleagues, time with loved ones, and more. Moreover, they must find ways to fortify themselves, acknowledge small miracles, and recreate support mechanisms for their own mental health. This research documents experiences, challenges, and coping mechanisms of four academic women with unique roles in higher education using auto-ethnographic methods. This is an important approach to female scholars/educators because it draws respectful attention to historically under-examined issues. Auto-ethnographers are: a seasoned faculty member at a state flagship university; a full-time adjunct professor at a private college; a manager in a state agency and a doctoral student; and, a distinguished psychotherapist supporting students at a major university and counseling community members as a private practitioner. Contextual self-reflections reveal candid emotions common during times of single crisis events and overlapping disasters. Emotions include sadness, anguish, frustration, disappointment, tempered happiness, conscious confidence, hopefulness, and appreciation. Occasional dark humor "galgenhumor", acts as a psychological salve. They will also offer positive philosophical views necessary for coping: this too shall pass; lights at the end of the tunnel are not an oncoming train; clouds do have silver linings as we navigate through history. They offer practical (and sometimes whimsical) tips for women academics and others working in higher education. These tips include self-care strategies and methodologies for reworking teaching calendars and agendas to meet more flexible and liminal notions of "work time". They balance activities such as adjusting summer teaching and personal financial plans. Weekly Zoom "happy hours" provide opportunities to share trials and triumphs with creative teaching

assignments, online exam techniques, and equipment tips. In our designated emotionally supportive space, we discuss diverse practical topics such as cooking, mobile apps, teleconference lighting arrangements, invigorating viral YouTube and TikTok videos, and best places to locate good toilet paper. Seeing and hearing other women's voices alleviate isolation and reduce feelings of managing work and the pandemic alone. Media such as the NYT have shed light on common human experiences in the "Pandemic Logs". These snapshots help to link individual readers with larger humanity. Research articles are recently discussing coping behaviors associated with decreased anxiety during pandemic and lockdown. The United Nations Commission on the Status of Women detailed the gendered impact of the pandemic in the lives of women and girls. The American Association of University Professors state key workplace factors to watch during and after the pandemic.

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 a deeper understanding of other culture as well. Food is the central core of every celebration: birth, wedding, major calendar events, and religious holidays. The objective of the food lab is to connect food and culture with agriculture. Every week, we highlight festivals that are associated with the crop discussed each week in class (Diwali festival of lights (lentils); Chinese New Year, dumpling (wheat), and more. Spring, 2020, COVID-19 forced all classes to move to an online platform. Instead of cancelling the food lab component of the course, we gave the students several option to complete the food lab assignments. Food Lab Option 1: Write a one-page paper on the cultural/religious root/foundation of the festival/celebration and its connection to the specific crop. At least 45% (of 50) students took this option. A student said "...Diwali is one of the most popular Hindu festival of lights that is celebrated during Kartika, which is a Hindu Lunisolar month between mid-October and mid-November...". Food Lab Option 2: We asked the students to prepare the recipes with their family and post pictures showing the family prepare the recipes and share the feast. Around 45% of the students took this option. March through May, most families were confined to their home due to COVID-19. Therefore, this assignment was a welcome change to families that were coping with isolation and confinement. The students posted many stories like this one "This week I prepared barley salad, this was my first-time cooking barley and it was an adventure. My parents are both gluten free so we never cook with barley or wheat. I was surprised by how similar it was to cooking rice ...". Food Lab Option 3. On a weekly basis, we cooked live via Zoom and Facebook "Cooking with Dr. Oz". Ten percent of the students from class joined the cooking class. This turned out to be the most popular option as the cooking sessions extended beyond the students in the class. Over 32,000 former students, friends and neighbors joined the cooking sessions. Comment from one of our alumni "Thank you so much for doing the live cooking event Monday. After getting lunch ready for all of the kids and sitting down for a minute, I thought I would just be spacing out and scrolling mindlessly through my phone. Stumbling upon your voice and your kitchen was the most wonderful surprise I could have imagined! It took me until the next day to be able to really articulate why it meant so much to me, but for just those 45 minutes, I felt like another adult who I could trust, who I know loves me, and who I know would take care of me was in charge. I didn't realize how anxious I was feeling until I was able relax watching you". The food lab not only provides platform for the students to connect food production with consumption but also resulted in students gaining an appreciation of the entire food chain from production to food preparation, and the culture of food in general.

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. Instructors often write a philosophy of teaching prior to completing their education and entering the classroom. However, many educators may not have conceived their teaching philosophy in terms of leadership, that is, specifically applying concepts from leadership theory to their understanding and practice of teaching. Smith (2018) characterized teaching as "the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given" (p. 3). More succinctly, Weimer (2013) indicated that teaching is "facilitating the acquisition of knowledge" (p. 10). The phenomena of leadership has been described in similar terms. Packard (1962) indicated that leadership is "the art of getting others to want to do something you are convinced should be done" (p. 170). Northouse (2019) distilled leadership as "a process whereby an individual influences a group of individuals to achieve a common goal" (p. 5). Since leaders interact with followers in ways that correspond with the relationship teachers have with students, it makes sense then to identify teachers as leaders, and to conceptualize teaching as a form of leadership. Comparing these definitions of teaching and leadership one can see a few commonalities. Both involve a process. Both require motivation. Both entail some type of relationship between individuals. Finally, both require achieving a common goal. Thus, in their essence leadership and teaching appear to be quite similar phenomena. Reconcepting teaching as leadership provides fresh insight into the thought and practice of teaching; this is why doing so is important. Heifetz, Grashow, and Linsky (2009) described Adaptive Leadership as "the practice of mobilizing people to tackle tough challenges and thrive" (p. 14). Their theory posits that various situational challenges require different leader behaviors that promote the adaptive work of leaders and followers which takes place within a holding environment (Heifetz, 1994, 2010; Heifetz, Grashow, & Linsky, 2009; Heifetz & Laurie, 1997/2011). Adaptive Leadership theory suggests that three situational problems require different responses (Heifetz, 1994, 2010; Heifetz, Grashow, & Linsky, 2009; Heifetz & Laurie, 1997/2011). These situations involve "Technical Challenges" (Heifetz, Grashow, & Linsky, 2009, p. 8), mixed "Technical & Adaptive Challenges" (Heifetz, Grashow, & Linsky, 2009, p. 8), and "Adaptive Challenges" (Heifetz, Grashow, & Linsky, 2009, p. 8). Most akin to teaching, "Adaptive Challenges" require that leaders encourage others to define the problems, and discover and implement the solution(s), often requiring individual and organizational change--what Grit (2010) called "engaging the collective in facing up to its collective problems" (p. 313). To address these challenges, Heifetz and Laurie (1997/2011) recommended that leaders engage in six leader behaviors: "Get on the Balcony" (p. 59); "Identify the Adaptive Challenge" (p. 62); "Regulate Distress" (p. 64); "Maintain Disciplined Attention" (p. 66); "Give the Work Back to the People" (p. 68); and "Protect Voices from Below" (p. 69). This poster session helps participants understand Adaptive Leadership theory and apply it to classroom teaching. Finally, recommendations for further application of leadership theory are offered as well as opportunities for research.

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. The recorded lecture can present challenges to learners because of the lack of interaction it presents to them and the lack of feedback from instructors. Furthermore, the recorded lecture does not always allow students to practice higher-order thinking and 21st century skills because of there are no active learning components. For this reason, online instructors should consider alternative methods in their courses. These alternative methods include team-based learning, the action maze, the instructional menu, project-based learning, video-based learning, and others. Depending on the learning outcomes and the type of skill instructors want students to master, a hands-on and collaborative approach to instruction might be more beneficial. The purpose of this session

is to explain to participants how the brain works and the types of instructional experiences that enhance learning in online environments. In addition, this presentation will discuss the most effective strategies to engage students in online courses and ensure their demonstration of mastery. Moreover, participants will evaluate technologies that enhance learning in these alternative instructional methods and the kinds of assessments that can be used to ensure students are mastering knowledge and have the ability to transfer it to other settings. As part of this workshop, participants will work in exercises related to implementation. Using a course of their choosing, participants will plan for instruction using these alternative methods and will discuss in teams the feasibility and limitations of these strategies.

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. Online tutoring systems have enhanced learning experiences for students in a number of different subject areas. Many popular frameworks exist that deliver experiences for both courses in general, and specific content tailored for specialized fields. In this work, we focus on tackling the unique problems faced by undergraduate engineering students taking mid-level engineering courses. Similar efforts include Andes [1] and Dragoon [ref2], which take unique visual approaches towards teaching physics and teaching data modeling, respectively. For our situation, we require an intuitive, visual, framework that would allow students to rapidly solve problems that require building systems of equations in multiple steps. We aim to provide instantaneous feedback to the student on their proposed solution to a problem, with the ultimate aim of improving their problem-solving skills, and expanding their range of problems. Our current prototype provides a simple, intuitive environment that allows students to explore different ways of solving engineering mechanics problems. Students can create systems of equations from palettes of existing equations and create variable and value associations from the problem texts and figures as necessary to solve single-step problems, or multistep problems with intermediate solutions. The students see the exercises containing prose, figures, and submission boxes, as well as workspaces and equation palettes that students can interact with through simple click-and-drop actions. Since it is built within the OpenDSA eTextbook system, these exercises can be served directly through learning management systems such as Canvas, allowing the exercises to be integrated seamlessly with other courses. Exercises can also be directly accessed by any web browser as standalone problem instances. The environment automatically captures students' exercise attempts and progress steps at each attempt. These interaction logs can be analyzed later to understand the student's thought processes and illustrate the mechanics of mathematical problem solving. Over the course of this year, the system has become more mature in terms of software reliability. We currently have several unique instances of problems that are ready to be deployed in classes as homework or as practice problems. This past semester, the system was also deployed in an actual classroom setting for an engineering mechanics course. Our poster will discuss the effect of using these exercises on the students' understanding of the material, as well as data from observing the problem-solving steps taken by the students. We also present lessons learned from the feedback obtained from students regarding the usability of the interface itself.

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. In many cases an assessment is done by a department or program and is designed based on their needs or goals, often happening as an afterthought or without a clear assessment statement or plan. (Deardorff, 2014) There are many different methods for evaluating a student's learning outcomes (SLO) in traditional lecture courses, however, this same task becomes quite complex in project-based courses. The assessment of such projects becomes primarily about continuous examination of the process as much as it looks at the result of that process (Fernandes et al., 2012). A basic design process is an iterative cycle, consisting (Hartson & Pyla, 2018) of analyzing, designing, prototyping, and evaluating which leads to a final concept/s and a presentation on the process or solution or both. In Spring 2020, the threat of the COVID-19 pandemic forced many institutions to revise their educational structure and move their courses and hands-on learning activities to an online environment. The Industrial Design program at Virginia Tech (IDVT), in collaboration with the Institutional Effectiveness unit in the Office of Analytics and Institutional Effectiveness, used this opportunity to develop a new process to evaluate the effectiveness of the program by more directly measuring the current SLOs. In project-based courses conversational feedback regarding the studio was found to be more effective. With this in mind, we created an evaluation rubric survey for data collection during a day-long online public presentation. The new rubric was designed to elicit feedback from all presentation participants. The data analysis design involves several different comparison points with the following objectives in mind. First, the program will obtain information it can use for evaluation and development by being able to examine the different SLOs in light of the research areas defined by program agendas at VT and project design type. Second, the program will be able to evaluate their assessment of student learning in comparison to industry professionals, program alumni, and outside. Finally, the program will determine differences in student evaluations based on evaluator type. Data collection was conducted during a day-long online presentation moderated by the VTID faculty. Thirty presentations were categorized into four themes (social Impact, sustainability, Healthcare, and product development) and each student had a 15-minute timeslot. Besides the first hour, the average number of viewers per hour was 60+. We received 178 rubric survey responses from 43 reviewers. There were also 108 additional comments from the reviewers that provided more feedback for students. This type of data collection was not previously available in the traditional on-campus presentation format or through the current SLO assessment method in use at institutional level. The next phases of this project will entail conducting the outlined analysis of the data based on the previously defined framework and appropriate comparison. The perpetually of virtual presentations will provide the chance for the continuation of SLO assessment and improving teaching methods based on updated needs.

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. This research study aimed to evaluate the impact that technology could have on the development of language skills of English Second Language (ESL) college students. The importance of this topic was underlined in the comprehensive literature review that highlighted the existing debate between computer technology being a vital aid and helpful in the ESL classroom. This study focused on obtaining the student perspective concerning the use of technology and how technology may impact the learning process. Research questions: 1- Which technologies do ESL students use? With what frequency? 2- To what extent do students perceive technology as useful to help them learn English? Methodology and Result: The methodology of this study is a mixed-method which is the survey with Likert scale questions and three open-ended questions were used in the study. The 50 student participants were gathered from Cleveland State University and were all ESL students who had access to technology. The survey consisted of nine questions. In the survey, there were three different sections of questions.

The first section was about the frequency of technology use in ESL classes. The choices were (daily, a few times a week, about a week, a few times a month, about monthly, a few times a year, and never). The second section was about how using technology tools helped in ESL. The choices were (very helpful, somewhat helpful, little helpful, and not helpful at all). A Likert Scale of 1-4, with 4 having the highest value was used in the survey. The third section of the survey consisted of three open-ended questions about the attitudes and opinions of the students' using technologies in their ESL learning. The study results provided conclusive evidence that students viewed the use of technology as an effective, helpful way of learning English and improve the learning process in the classroom. The participants did point out their opinions of using technology in the ESL classroom and how technology helps them increase their knowledge and skills in English. Finally, this study proved students are more comfortable learning English by using multiple technologies in the classroom if there are any forms of technology that students preferred in the ESL classroom. Conclusion: It was important for the study to find out how students respond to the use of multiple tools of technology in the ESL classroom. Within this context, the study found that the research findings generally reflected the views of the wider and empirical literature on the subject. In the review of the literature, student attitudes were generally positive toward the implementation of more technology in the classroom. It was found that their views tended to suggest that technology is crucial to improved success in the classroom.

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. Business students need a centralized, structured access that streamlines the complexity of databases and business research. Through the collaboration of the Instructor's 25 year business industry experience and Research Librarian academic data expertise, a guide tool was developed to enhance navigability and add structure to accelerate information literacy while engaging the student. 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 customized course 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. The databases are strategically aligned with the requirements of business research insights and industry while meeting academic outcomes in learning. Business library resources are being used more efficiently and effectively as student engagement is higher. The interactive sessions are 50 minutes long. Students are required to bring their laptops to class and the Instructor-Librarian led session includes business concepts from students and brands from marketing as examples to find and locate information. The guide tool includes 8 panes that align with business and marketing components of a business or marketing plan. A student feedback form is given at the end of the interactive research session that captures content clarity, relevancy, first time use, design difficulty level and pace, Instructor preparation and assistance, results of objectives and self-paced delivery.

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,

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. The professor has changed the format of a 100-level history of math course many times over the years. Math 120, Saga of Mathematics, has taken on many formats the past years. There were many reasons to change to the course format over the years, which lead to many difficulties. When the course was created, it was taught as a traditional course. Then, the professor changed it to a flipped format, where students watched lesson videos at home and practiced concepts in class. In spring of 2020, the professor used a new platform, Top Hat, for the class. Because of the new platform, the professor used a blended model for the course. After spring break, COVID-19 forced the professor to make the class online. She taught it as an asynchronous course where assignments were posted with due dates. The professor now teaches the course synchronously, due to university stipulations on online learning. 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 in my course.

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 e textbook 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. Literature Review: Open Educational Resources (OER) are freely and publicly available materials for teaching and learning that are released under a licence that allow no-cost adaptation and sharing (Hewlett Foundation, n.d.). Since 2014 the University Libraries at a mid-atlantic R1 university has incentivized and supported faculty projects that create or adapt OER and publicly share them with the world. Grant-funded and collaborative approaches are increasingly offered by institutions of higher education for the purposes of student cost savings and improved academic achievement due to increased student and instructor engagement and better-fitting course materials (Walz, Jenson, and Salem, 2016 ; Colvard, Watson, and Park, 2018). Instructional Issues to Solve & Planned / Potential Impacts: Although most instructors are concerned about the cost of their course materials, many may not be willing or able to make the switch from the traditional publisher model due to a range of reasons from lack of time, knowledge of resources and support available, institutional factors, and [un]willingness to change (Lashley, 2019; Conole & McAndrew, 2010). Various resources and support are available to address many of these these challenges. Project support often includes financial incentives and support for instructors and has the benefit of decreased costs and improved pedagogical outcomes for students. Adopt, Adapt/Remix, Curate, Create: OER include upfront permissions to share, adapt and redistribute works (with attribution) which are typically restricted by copyright. These affordances (Bishop, 2019) benefit educators and members of the public who wish to adapt or combine and publicly share openly licensed resources to better suit a specific audience or purpose. IV. Collaboration as a solution for addressing challenges: OER adapters and authors face numerous and complex decisions in shaping a planned resource. Instructors benefit from collaboration with OER experts who provide support in the form of incentive funding, project management, and additional labor. OER experts are helpful in providing guidance regarding copyright and open licensing, technological authoring and reading formats, publication and style standards, accessibility, attribution of third-party authors, enabling interactivity, enabling use by future adapters, display of mathematics and special characters, achieving a consistent look and feel, obtaining external review, archiving, hosting OER, indexing works for broad discovery, and best positioning the project for career advancement (Virginia Tech, 2020). V. Evaluation and Student Perceptions: OER project evaluation methods vary and can include student perceptions of effectiveness, academic impact, and financial aspects. Evaluating

usage levels, perceived quality of the text and graphic elements, multimedia and interactive elements (e.g. videos, podcasts, sample problems etc.), and overall perceptions of the course can provide helpful feedback for course material improvements.

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. Faculty grading of American Psychological Association (APA) format in student writing is a challenge in many institutions of higher education. 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 at a School of Professional Studies (SPS) in a small, private liberal arts college. The research questions were as follows: 1. What impact does an APA competency-based online training have on faculty knowledge about grading student writing for APA style? 2. What impact does an APA competency-based online training have on faculty holding students accountable to using APA style in their assignments? A convenience sample of 10 faculty was selected to participate in the online asynchronous training, which took place in Canvas over four weeks. A quantitative pretest-posttest design was used to examine the impact of the faculty development on faculty APA knowledge and grading practices. The overall training began with a pretest on faculty grading practices and ended with the same grading questions so that growth in grading practices could be measured. Each of the seven modules after the grading pretest included a knowledge pretest and if faculty did not achieve the required learning, they took a knowledge posttest where they were able to demonstrate growth in knowledge. The training was comprised of seven asynchronous online modules covering the following topics: why APA, APA mechanics, abstract, APA style, citations, references, and writing feedback. The assessments of APA understanding showed knowledge gains from pretest to posttest ranging from 3% to 21%, with an average of 13% growth across all seven module topics. All ten faculty who completed the online training demonstrated growth in APA knowledge and application to APA grading practices between pretest and posttest grading of student work, ranging from 1% to 53%, with an average growth of 27%. This research showed that an online asynchronous competency-based training is a helpful tool to build faculty competence in grading APA in student work.

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. There are many resources available at colleges and universities that can go overlooked. Through a Pathways grant funded collaboration between the Composition Program (College of Liberal Arts and Human Sciences), the University Libraries, and Technology-Enhanced Learning and Online Strategies (TLOS), we developed a series of educational modules for use by instructional staff. In this session, we will outline our goals for this initial phase of the project, discuss how the project shifted to address unique challenges presented by COVID-19, share lessons learned and feedback that we received from students and educators, and look toward the future of possibilities for this

collaboration. Throughout this session, we will highlight ways attendees can apply our experience in their own collaborations and provide space for attendees to brainstorm and share such opportunities with those in the session. Finally, we will prompt attendees to consider the impacts and benefits of fostering these kinds of collaborations on their campuses. To provide some additional context, this project originally sought to create a series of up to five modules (each approximating a 50-minute class session) emphasizing the integration of critical digital literacies, writing for academic purposes, and the specific outcomes established within the Composition Program as well as under the Pathways concept areas for Discourse and Intercultural and Global Awareness. However, as the realities of COVID-19 set in during Spring 2020 and the Composition Program was faced with a transition to primarily online instructor for Fall 2020, the focus shifted slightly to creating three to four modules of content that could be used to supplement or reinforce concepts that are often integral to composition courses: peer review, rhetorical analysis, multimodal literacies, and academic research. During Summer 2020, the content production team worked together applying instructional design principles to plan, draft, record, and edit components for modules that cover each of the topics listed above, each containing one or more videos, activities, and supplementary materials, including an instructor guide to help instructors integrate this content into their courses as smoothly as possible. As we look toward the end of Fall 2020, we will be collecting feedback from both students and instructors about the modules and the resources within. With this feedback, we expect to complete some minor revisions before offering these resources more broadly in Spring 2021 and hope to pursue additional funding in subsequent years to fine-tune and expand these offerings. In this proposed poster session, we will share our content creation process, the insights we will have gained from feedback, and our experience as collaborators. By sharing our story, we hope that others will be able to identify opportunities on their own campuses, and that attendees from Virginia Tech will learn about these resources that are available to them.

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. Even before institutions and instruction shifted to remote, online courses included a significant amount of content. Works like Small Teaching Online (Darby) encourage instructors to continue building the content, adding small elements that improve teaching and learning. While pedagogically this supports good teaching and learning, it also adds more content to what instructors manage. With the initial build, the additional materials added to further connect with students, the elements added to connect with student needs in a given semester, the course content becomes extensive. When revisiting a course for a new semester, I often find myself tweaking content to be more student-centered, but I often don't remove any content, I just add. With COVID-19 pushing more courses into using digital spaces, content has grown exponentially. In looking at the content now available within my course shell I began wondering how I could improve student learning, how I could rethink digital and classroom spaces to use content management to support student-centered learning.

COVID-19 & Mass Class Online Teaching POSITIVE Impact

Donna Wertalik, Paige Rathburn, Virginia Tech

This proposal is intended to present benefits of online learning, when paired with a synchronous approach & an immersive platform. As a faculty member, I have taught over 10,000 students throughout the past 7 years. Challenges existed with student engagement and ensuring strong learning outcomes. The course utilizes the McGraw-Hill platform through both assignments & simulations, to immerse students online. On average, section learning averages have been about 90-92% completion. Spring 2020, brought Covid-

19 & education online. This article hopes to identify the process and structure of the mass course prior to Covid-19 and the increased learning outcomes post semester. Marketing is creating value. This three-credit introduction course for Virginia Tech business students, with over 500 students per semester, is designed to allow students to explore the basic conceptual aspects of marketing while also allowing students to develop their own personal brand. Innovations to the course platforms occur regularly, however, the process of teaching remains consistent. Hundreds of students attend their regularly scheduled class twice a week. Content is discussed through a variety of technological tools and conversations are encouraged. The challenge that consistently presents itself for an in-person mass class is obtaining effective student engagement. Post COVID - 19 online curriculums presented an extreme amount of challenges, with one of the most difficult being to keep effective student engagement while achieving an authentic and real experience empowering students. Hypotheses: Question 1- Can we move a mass class of 550 students completely online, while ensuring engagement and strong learning outcomes during a massive pandemic? Question 2- Can we gain critical insights on the current and future generational cohorts and how McGraw-Hill meets those needs? Process: Live/Interactive Zoom Lectures Our lectures incorporated both posted recorded lectures and live Zoom lectures. To increase engagement, we included 6 Virginia Tech alumni dispersed in the semester to teach the material and integrate their experiences to course content. This created a network of professionals for an entire undergraduate mass class simultaneously. Recurring Zoom Call Hours: We allowed students to join at their convenience providing the teaching staff an outlet to engage deeper. Students showed more vulnerability in discussing the course information or their concerns at their comfort and discretion. Data and methods: We base our findings on the statistical analysis between Fall 2019 (entirely in person) and Spring 2020 (pushed online with 8 weeks left). All data analytics were pulled from McGraw Hill. Overall performance: Fall 2019- 91.47% Spring 2020 - 98.25% Increase of 6.78% in overall section performance. Simulation Scores :Fall 2019- Marketing Research Sim Average (First Attempt): 3.58/5.00 = 71.6% Retail Sim Average (First Attempt): 4.04/5.00= 80.8% Spring 2020- Marketing Research Sim Average (First Attempt): 3.99/5.00 = 79.8% Retail Sim Average (First Attempt): 4.39/5.00= 87.7% Students' first attempt score increased in the Spring revealing more understanding of the course material quicker. The Marketing Research Sim scores increased by 8.2% and the Retail Sim increased by 6.9%. At Risk Students: Fall 2019- 258 Students safe Spring 2020- 523 Students safe. McGraw Hill runs an analysis of students that are considered "at risk" and "safe students" based on pattern analysis determining what level students are engaging with content (frequency of logins and assignment submissions). In the online Spring course, 96% of the students were categorized "safe". In the mass in person Fall course, only 44% of the students were considered safe. Results: These results show the depth of utilizing online learning platforms to engage and increase learning outcomes like never before. Secondly, it showcases the next generational cohorts and their ability to learn online through smart book applications, live cases, and interaction with speakers virtually.

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 novice ID students through the initial process. This poster session shares the initial student responses and outlines strategies to implement for future iterations. Students new to the field of Instructional Design (ID) are often new to the many processes involved in the completion of Instructional Design projects - especially the process of a Needs Assessment. The needs assessment is performed at the beginning phases of an ID project and is used to help determine the gap between what a student's knowledge should be about a particular subject or skill versus what their knowledge actually is (Cennamo & Kalk, 2005, p. 22) This information helps guide the rest of the instructional design process (Hodell, 2016, p. 33). However, this analysis process is not necessarily intuitive and requires repeated practice before students gain proficiency. Because of the importance of Needs Assessment to the whole ID process (Dick, Carey & Carey, 2015, p. 24) it is important to provide scaffolded learning opportunities for the novice ID student (Ge, Chen, & Davis, 2005). Purpose: This small user experience project is

designed to explore the benefits of being exposed to a flow chart developed by a senior ID PhD student to assist novice ID students with the needs assessment process. The purpose is to gain insights into students' first-time experience with the flow chart in a first-year graduate-level Instructional Design Course. Process: The first-semester ID students were introduced to the NA flow chart prototype for their first ID project. Before interacting with the flow chart, students were asked to complete a one-question survey asking them to share any needs assessment experience prior to beginning the Instructional Design Graduate program. At the point in their course where the needs assessment was introduced by the instructor, a video, created by the flow chart developer, was shared with students explaining what a needs assessment is, what the flow chart is and how to use it. Students were provided 2 weeks to interact with the flow chart while performing their first needs assessment. Students were surveyed again at the end of the first two weeks using the tool with one question asking about their experience with the flow chart. Students will receive a third and final survey at the end of the course, asking to share their experience using the flow chart overall. Unidentified student responses will be analyzed to inform future iterations of the flow chart designed to serve as a "job aid" for novice ID students and eventually novice ID's outside of HigherEd. Results: Findings will not be generalizable and are specific to the course tasks and the specific student experiences with the scaffolding tool. The user-experience findings will be presented via this poster presentation with a model of the design process, a model of the flow chart used by the students, analyzed student responses and how their experiences informed the next tool iteration.

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. As data science becomes a more essential skillset and integrated across a variety of fields, including but not limited to biology, humanities, law, and medicine, a more focused curriculum per discipline is needed to engage more learners. In order to improve learner engagement, it is necessary to have teaching and learning materials that resonate, are relevant, and are at the appropriate level for learners in order to motivate and support their learning in a difficult skill (e.g. programming). A learner's prior knowledge and the way learners have them organized in their mental model will influence the way they learn. Learner personas are fictional characters that represent key characteristics of a particular learner and establish this base knowledge in domain, technical, and statistical concepts. In order to establish a learner knowledge baseline and knowledge gaps in a population of learners, we created a self-assessment survey that was used to create learner personas in biomedical data science. This work seeks to fill a technical skill gap, along with workforce development, and promote multidisciplinary collaborative teams by teaching the skills and jargon used in data science. This work also seeks to provide future educators with a roadmap of creating learner personas when creating new bodies of teaching materials relevant to data literacy. The self-assessment survey established our learner's backgrounds in domain and programming experience, data management, and statistics knowledge, and highlighted gaps and areas of data science content creation that is currently lacking in the biomedical domain. Hierarchical clustering was performed on survey results and identified four unique personas (n = 45): (1) Experts, (2) Clinicians, (3) Academics, (4) Students. There were 2 main splits in response data, with the Experts split from the rest of the personas. This is a common challenge when teaching a technical class where there is usually a bimodal skill difference among the learners. The Clinicians were the group that had the least amount of programming and data experience. The main difference between the Academics and Student personas were the familiarity with newer data science tools. All personas had familiarity with Excel, and this was used as the basis for the first module for the workshop and learning materials. These personas and survey results were used to create a content series (self-paced or interactive in-person or online workshops) on biomedical data science unique to the needs of each learner persona but cohesive enough to meet overarching learning objectives, benefit a larger population in the biomedical sciences, and create

both interactive and self-guided content and resources. The interactive and self-guided materials along with the surveys and analysis can be found at: <https://ds4biomed.tech/>. We hope these materials will serve as the basis for future educators when they are planning to create new learning materials and the data-driven need of creating learner personas which can be used to identify and cater to learner's needs for a more effective and relevant data science curriculum based on their discipline.

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 mindfulness intervention was implemented in an undergraduate Professional Development in Real Estate course. Student evaluations from this intervention will be presented and discussed. However, looking within oneself and honing intrapersonal skills, such as self-awareness, greater acceptance of ambiguity and uncertainty, and anxiety and stress reduction, are arguably just as important as there is a spillover effect from intrapersonal skills to interpersonal skills. To address this gap in interpersonal and intrapersonal skill building in the real estate industry, a mindfulness intervention was implemented in an undergraduate Professional Development in Real Estate course during the beginning of the Fall 2019 and Spring 2020 semesters. Mindfulness, defined as "the practice of maintaining a nonjudgmental state of heightened or complete awareness of one's thoughts, emotions, or experiences on a moment-to-moment basis", is one method to cultivate intrapersonal skills ("Mindfulness," n.d.). Specifically, the Koru Mindfulness curriculum was incorporated into this course with the goals being anxiety and stress reduction, increased self-awareness, a greater acceptance of ambiguity and uncertainty, and increased self-compassion and compassion towards others. The Koru Mindfulness curriculum seemed especially fitting for this course as it was designed specifically for teaching mindfulness, meditation, and stress management to college students. Furthermore, it has been shown that students who have taken Koru feel more rested, mindful, calm, and self-compassionate (Greeson et al., 2014). Through personal discovery and experience, students practiced the Koru Basic curriculum which was an introduction to mindfulness and meditation consisting of four 75 minute sessions over the course of four weeks facilitated by a Koru teacher in training. Practices to drop down into themselves included belly breathing, dynamic breathing, body scan, gatha, loving kindness, guided imagery, labeling of thoughts, eating meditation, and labeling of feelings. At the end of the Koru Basic curriculum, an anonymous evaluation was distributed and collected regarding student experiences with the Koru Mindfulness curriculum. The results of these evaluations 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. General Chemistry for freshmen science majors at Virginia Tech is primarily taught in traditional lecture sections, each with an enrollment of 300 students. However, small class instruction has been directly tied to providing a community for students and enabling extra one-on-one instructor-student interactions. Both advantages - community and enhanced interactions - have provided measurable gains in the retention of students from underrepresented groups. For this reason, the Chemistry Department has piloted a pass/fail recitation course, CHEM 1034, to accompany the large

General Chemistry course. The recitation course is facilitated by undergraduate science majors, under the supervision of a faculty member. Since freshmen sometimes have an unrealistic view of the rigor of their General Chemistry class at the beginning of the semester, they do not always see the advantage of enrollment in the recitation course. Therefore, we delayed enrollment in the recitation until after the first exam. Students with low grades on the first exam were offered the opportunity to join a recitation section for the remainder of the semester. We will discuss the activities utilized in the recitation course and the results from the Fall 2018 and 2019 semesters.

Designing and Using an Active Learning Workbook in Calculus 1

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. The workbook for the OER textbook OpenStax Calculus: Volume 1 has sections for students to take notes during the instructor's explanations and examples, and most of class focuses on students working through problems independently and in groups. Students are encouraged to work together and ask questions. Students learn more problem-solving skills when they struggle with the content rather than by just copying an example, even if they are unsuccessful on completing a problem on their first attempt. The instructor actively engages the students to help at appropriate times or make additional comments or explanations to the whole class. As students complete problems, answers are given so students can check their work, make corrections, and ask questions. Many student comments have been compiled and results will be presented. Students feel their understanding of math has been enhanced by engaging actively with the material. Negative comments have prompted minor changes to the course structure to allow future students to have a better experience. Time has been spent addressing student concerns by making students feel more comfortable asking questions and normalizing struggle with the content. A summary of results from fifty-seven students in four separate cohorts will be presented. The poster will discuss lessons learned while designing and using the workbook, how the instructor stays involved in the learning process in the classroom, feedback and concerns from students, how the classroom experience has evolved during the COVID crisis, while maintaining engagement, and include application ideas for other disciplines.

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. Preparing a "traditional" faculty to produce their own college-level instructional videos requires a diverse set of knowledge and skills that cross many disciplinary boundaries. This is because the design and development of instructional videos naturally and coordinately intersects both scientific and artistic domains. Fortunately, with access to the proper resources, the knowledge required for video production can be learned and catered to individual disciplines in the process. Over the past few decades, easily-accessible, low-cost video editing software has become available that professors can use to produce high-quality educational resources (e.g. Camtasia, Kaltura, iMovies, and Youtube). Unfortunately, despite the new software's robust

functionality and intuitive interface, reports of poorly executed multimedia content are common, demonstrating that producing college-level instructional videos requires more than having access to exceptional technology.^{1,2} Hence a new barrier has emerged. The highly specialized, often traditional professoriate lacks guidance about how to create effective instructional videos. Responding to this barrier some multimedia scholars and experts throughout higher education have published a wave of best-practice theory, documentary-style case-study reports, and detailed technical instructions to help practitioners with proper instructional video design and development. This proposed poster is an outgrowth of this effort and will be designed to accomplish four primary objectives. First, the poster will display a synthesis of best practices for instructional video design from reputable, scholarly sources. This collection of best practices was curated from the most recent literature across a variety of applied disciplines making it broadly relevant to many fields and tiers in education. It will include clear and detailed explanations about the proper length, pace, structure, quality, engagement, organization, and personalization of instructional videos. Second, the poster will showcase a case-study course that applied the synthesized list of best-practice guidelines. During the Spring Semester of 2020 the theory-based guidelines taken from the literature were incorporated into a second-year, undergraduate course in the Building Construction Department at Virginia Tech. This course was ideal for the case-study because it was modeled after the flipped classroom (FC), a teaching approach noted in the literature for being conducive to video.³ Third, the poster will list all necessary software, equipment, and resources (i.e. links to reputable, free, royalty-free, and attribution-free stock photos, videos, graphics, music, and sound effects) used in the case-study course. Finally, the poster will offer additional guidance about the preproduction, production, and post-production stages of instructional video development. This final point will serve researchers and practitioners by demonstrating the exact steps that must be taken to produce their own quality instructional videos.

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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. Using data from the recent COVID-affected Spring, Summer and Fall 2020 semesters, this presentation explores how adapting a method for inclusive, equitable assessment can double as an outreach tool for students thrust into an online environment. Through individually scheduled, one-on-one video conferences, instructors are able to perform collaborative grading sessions that give students a sense of ownership over their writing process, as well as an opportunity to connect with the class material outside of an asynchronous or large-scale synchronous format. Collaborative grading allows for deeper integration of learning outcomes centered around the writing process, but also invites students into a rhythm of "check-ins" that combat the potential anonymity of online learning. This practice can be especially helpful in areas or institutions in which students lack consistent access to high-quality materials, so that the digital gap doesn't need to translate directly into the achievement gap. While discussing writing, instructors can also address technological issues and concerns, as many students, particularly FTIC, ELL, and non-traditional students, can be left behind in the race to move into distance

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. 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 during the Spring, Summer, and Fall of 2020. These courses are traditionally offered in-person but switched to an online or hybrid format due to COVID-19. The presentation will include lessons and strategies they have learned along the way, why certain changes had to be made to offer the classes online, 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.

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. Four faculty members in the department of Sociology and Criminology at the University of North Carolina Wilmington (UNCW) received a grant to incorporate community-based research into courses throughout the undergraduate sociology and criminology curriculum. These courses now focus on community-based applied research, providing students with the opportunity to think about research differently than in a traditional academic context. Two of the faculty members had completed a fellowship program through

UNCW's library that focused on information literacy, a "set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning" (Association of College and Research Libraries 2015). In conjunction with the liaison librarian to Sociology and Criminology, these faculty decided to use community-based research as an opportunity to get students to be critical consumers of information. The three courses currently included in this model are Introduction to Applied Social Research, Methods of Social Research, and Data Analysis. Ideally, students will take the three courses in this sequence so they can build on their knowledge of information literacy across these courses. We matched the specific information literacy learning outcomes to the course learning outcomes, with one common outcome across all three courses. Our goal was helping students to understand an overarching concept concerning the social construction and contextual nature of cognitive authority. The first implementation of this course sequence was in Fall 2020. At the beginning of each course, students were given a pretest that asked about their familiarity with these information literacy concepts using a knowledge survey (Nilson 2013). Students also wrote an intention paper that described their knowledge of community-based research, their expectations for the course, and how they choose what sources of information to trust as authoritative (to get them to think about the constructed nature of information authority). For each class, we also included a question specific to the information literacy concept the course is focused on. While collaboratively designing these course components, we considered how we would embed information literacy across the semester. We also included one week in each class explicitly dedicated to the information literacy concepts that we wanted students to retain. All students viewed a prepared lecture by the librarian about information literacy, specifically focusing on the concept of authority and the concept that spanned the courses (Question traditional notions of granting authority and recognize the value of diverse ideas and worldviews). Following that, students completed an in-class activity that reinforced these concepts. At the end of the Fall 2020 semester, students will be given a posttest in a similar format to the pretest. Students will also write an ending reflection about their experiences. Our presentation will include our process, outcomes of the pre and post tests and the written intention and reflection assignments, and future plans. We will also discuss complications that arose due to the COVID-19 pandemic and the current political atmosphere.

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 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. Objectives: Attendees will have the opportunity to participate in playing five digital games and two non-digital. Attendees will be to learn first-hand how to create and customize gamification activities for their classes. Attendees will be engaged throughout the entire session. Audience: This session is good for everyone because whether this is a classroom or a meeting, gamification can be used to engage students and employees. Activities: Attendees will have the opportunity to play five digital games: Millionaire, Jeopardy, Connect4, Family Feud, and Baseball. Attendees will have the opportunity to play two non-digital games: Taboo and Password. Once attendees have been introduced to all seven games through gamification, the attendees will be able to learn how to customize the games for their classes. Description: Teachers are able to create high-impact learning environments to address multiple learning styles when they develop and implement diversified teaching and learning strategies (Hunt et al, 2010; Lee et al, 2017). Considering both modern students and their multiple learning style preferences, teachers are able to engage students regardless of class size by employing diversified teaching and learning strategies, which creates a student-centered learning environment (Elliot, Combs, Huelskamp, & Hritz, 2017). Through the implementation of student-centered classrooms and diversifying teaching and learning strategies, educators are learning more about their students and their abilities, skill levels, motives, preferred learning styles, and social and emotional

intelligence (Harmini & Effendi, 2018; Hunt et al, 2010; Ismajli & Imami-Morina, 2018). One methodology to accomplish a student-centered classroom is by using Gamification. Gamification has been gaining popularity in recent years both in academia and in industry (Gatautis, Vitkauskaitė, Gadeikiene, & Piligrimiene, 2016; Huotari & Hamari, 2017). Although many definitions exist on gamification, commonly it is defined as a systematic way of learning in a constructed format, utilizing games as systems, including conflicting goals, rules, variables, and undefined results to experientially solve problems (Huotari & Hamari, 2017). The instructor purchased gaming templates from teacherspayteachers.com to use as the base platform for the interactive digital games. Over time, some of the games were adapted by adding music and increasing their interactivity for students. Some student favorites include; Who Wants to be a Millionaire, Jeopardy, Family Feud, Connect4, and Baseball. The gameshow Password and the board game Taboo were adapted into non-digital gamification activities. Gamification addresses all three learning preferences and engages students.

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. Most online course are presented in one of two formats: synchronous and asynchronous. Courses offered in a synchronous fashion permit direct engagement between the instructor and student as well as between students. Alternatively, courses offered asynchronously often utilize online discussion boards as a means of generating dialogue between members of the course. Discussion forums for online classes are considered essential as a form of active communication (Nagel, Blignau, and Cronje, 2009) and require students to consider into what parts of the conversations they are going to provide feedback. The structure to such forums not only has an impact on student perceptions of the course but also student willingness to provide feedback to their peers (Salter & Conneely, 2015). Lacking the face-to-face interactions that exists in the traditional classroom, instructors are confronted in developing tactics to increase student participation. One could argue that providing more structure (e.g., giving more directions to an online discussion) improves the chance of student engagement; however, course that have discussions that evolve as students respond are often more relevant to the student, even though these discussions may be considered less structured (Woods & Bliss, 2016). A student's self-motivation and discipline (Waschull, 2005; Xi & Ke, 2011) and the class size related to faculty participation (Lorenzetti, 2010) have been reported as factors that impact student engagement in online discussions. How are instructors encouraging engagement within their online courses? What other factors exist that impact students' participation in online discussion and what can instructors do to enhance the students' experiences while participating in online courses? This session will examine answers from current instructors to these questions. Additionally, with more courses having moved online due to the present COVID-19 pandemic, this session will encourage instructors that have taught online courses to share their experiences with instructors that may have not yet moved online for their own courses. This Conversation Session proposes the following objectives: Participants will identify common practices of student engagement used by instructors of online courses, both positive and negative factors that impact student participation in online discussions, tactics currently applied to improve student engagement and foster deeper learning in online discussions, challenges and how instructors have addressed these difficulties when converting their traditional face-to-face classes to online courses during the COVID-19 epidemic. Description of the Topic to be Discussed: The primary topic presented is a discussion of how instructors can enhance student experiences and participation within discussions in online courses. Participants will be asked to provide their experiences, what they find works, and similarly what does not work in their own online classes. Instructors that are interested in improving their online classes or transforming their traditional class to an online version of their current class are encouraged to attend and participate in this conversation.

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 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. Senegal recognizes the need to educate women and provide them with decent jobs. Indeed, marginalized women face several difficulties; however, leaders often ignore the specific barriers that prevent these marginalized individuals from participating and benefiting from development initiatives. Often women are forced by their parents to stay at home to help with household duties, and very few have the opportunity to complete their education. The agricultural training program does not meet women's needs; hence, this study is critical to identify the technical vocational education training (TVET) in agriculture challenges within the Diourbel region. The research objective is to strengthen the capacity of TVET agriculture programs for women to promote their resilience. The research adopted a descriptive interview and case study designs to enable the researcher to conduct an in-depth study for skills development in two selected public Technical and TVET institutions. All instructors implementing the agriculture programs and the heads of the selected TVET were asked in the interviews to identify current teaching and learning strategies and significant challenges (pedagogical and material) currently faced, and possible program innovation in implementing the agriculture programs. The case study provided insight into the strengths, weaknesses, opportunities, and challenges of the two programs to offer knowledge-based for improving the educational system. The researchers implemented a line-by-line reading of the transcripts for coding to analyze and interpret the data. The participants explained that many women students who graduated from their schools find it extremely difficult to integrate into the economic system and found a job. Administrators agreed about the rigidity of teaching programs' methods, and pedagogical approaches may not be welcoming to women. They thought that the teaching strategies presented many difficulties in adapting to women's resource and material constraints. Also, teachers in their profession's exercise revealed that many do not feel qualified to teach gender. The teaching and learning conditions focused on the teacher-centered approach pose many problems for women. The results showed the inadequacy of the teaching materials and equipment and negatively impacted the educational objectives. Success in teaching and learning is likely to be influenced by the resources available to support the process and manage those resources. Schools without textbooks or learning materials will not be effective in achieving the assigned training goals. Based on the findings, to strengthen the agriculture programs for women in the selected TVET institutions, it is necessary to implement a combination of various measures and initiatives such as the improved selection of textbooks, learning materials, and equipment. Also critical to women's improved educational experiences are changes in infrastructures to give women the knowledge and skills 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. Background: "Excellence in clinical teaching requires knowledge and skills beyond that of one's clinical specialty" (1). A study

performed in 2008 found student ratings for five different dimensions of clinical instruction increased significantly across the population of faculty who participated in a workshop on basic instructional skills (2). It is imperative to establish a benchmark in order to conduct further analytics on the effects that these initiatives may have on student outcomes. The purpose of this study is to examine the national landscape associated with faculty development pertaining to teaching in medical education. Methods: This study aims to explore the outcomes associated with continued professional development in medical education, specifically related to improving teaching abilities. An electronic survey was disseminated to faculty affairs offices across the nation to determine if they have a requirement for faculty participation in professional development related to teaching, and if yes, what that requirement looks like. Descriptive statistics were used to analyze the findings. Qualitative themes were examined to identify commonalities among faculty development related to teaching requirements for faculty at the national level. Results: 65 responses, representing approximately 1/3 of US medical schools, were received. Respondents represented predominantly Faculty Development Directors or Deans of Faculty Affairs offices. Less than 1/3 of schools indicated a formal requirement for faculty to participate in faculty development related to teaching (FDT). For those with a formal requirement faculty were overall neutral or positive about the requirement. There was also a wide range of hours necessary to satisfy the requirement, activities faculty could engage in to satisfy requirement, and consequences if the requirement wasn't met. For those who didn't have requirement, 41% saw value in it and would consider the addition of a requirement in the future with perceived barriers of time and leadership buy-in. Conclusions: This survey serves as a national benchmark for the status of professional development in teaching initiatives in medical education. We believe congruent studies could reveal more information on how to optimize and/or improve medical education across both the classroom and clinical setting. A potential limitation is the manual identification of faculty affairs deans for distribution of the survey.

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. Delaware State University instituted an online course conversion class for interested faculty during the summer of 2020 funded through a part of a Howard Hughes Medical Institute (HHMI) grant. Faculty and staff at DSU developed the course internally in April and May 2020 with a focus on giving faculty the skills to be exemplary online teachers and course designers. The reason for this course was to help faculty teach online and synchronous hybrid courses for the fall 2020 semester. Nine cohorts ran throughout the summer with two moderators each in order to give plentiful and personalized feedback for each participant. The course consisted of nine modules and required 20-30 hours for completion on average. In these modules, faculty focused on learning strategies for student engagement in online courses, developed new learning activities for their courses, refined their syllabi, experimented with new free digital tools and became more comfortable with online delivery and necessary technology for Blackboard (our Learning Management System). Faculty posted and interacted on discussion boards in each module and the course modeled effective online teaching with the guidance of course facilitators. In the culminating assignment-- a revised course template for one class--faculty implemented some of the new techniques and materials from the course in order to organize an outline to transition one of their face-to-face classes to an online delivery. New video resources were also developed to give faculty additional training with video creation, PowerPoint tips, and other useful technology. This poster will show the main components of the course, the basics of each module and assignment as well as the main takeaways of how faculty benefited from completing the training through the assessment data. 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. At Roanoke College one of the main goals for the Discrete Mathematics course is to teach students how to write mathematical proofs. In the past we have relied on standard testing techniques, but these are antithetical to the way proofs are assessed in the later mathematics courses. In particular, most upper-level mathematics courses solely rely on take-home tests whereas our Discrete Math course would use in-class timed exams. Faculty and students alike noted that some proofs take time to develop and write correctly, yet the timed environment did not acknowledge this fact. Recent iterations of the course have switched to a Final Portfolio system. The Final Portfolio takes the place of all course exams. It allows students to take accountability for their own learning and to work at their own pace, with guidance provided during periodic progress checks. The students are given a list of topics that must be completed by the end of the semester and are responsible for picking problems that fit the given topic. The grade is based on the correctness of the solution, worth up to ten points, and the difficulty of the problem chosen, with difficulty scores ranging from 1 to 3. To receive a perfect score on the portfolio a student would need to correctly answer all questions with half of the problems at difficulty level 2 and the other half at level 3. The allowance in difficulty requirements allow the students to choose more difficult problems for the topics in which they are more confident and easier problems for topics with which they have struggled; however, a correct solution is still the priority. The Final Portfolio has resulted in slightly elevated grades, though Discrete Math historically had one of the lower GPAs in the early major courses. More importantly, this assessment technique has shown no detriment on student learning, has removed a large stress point of timed exams, and led to more positive perceptions of the course from both the faculty and students.

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. Since Gee (2003) and others brought gaming into the respectable scholarly conversation, the influence of gamification ("the use of game design elements in nongame contexts," Deterding, et al., 2011, p.1) has grown rapidly in business, marketing, and even medicine, but perhaps in no other field as quickly or broadly as in education (Hamari et al., 2014). Educators at many levels, including higher education, are being urged to gamify assignments and courses, but have little experience or preparation for doing so. Last year, I decided to gamify our online introductory course in digital learning for teachers (EDIT6150E) because: I wanted to experiment with gamification in online graduate education; I wanted to give teachers the opportunity to experience (and reflect upon) gamification as students, so they might better understand its pros, cons, and limitations. I aimed particularly to include not only typical surface elements of gamification (e.g., avatars, levels, points), but also deeper gamification elements that more meaningfully impact learning, like student choice, freedom-to-fail, and storytelling (Stott & Neustaedter, 2013). Since there is no gamified software designed for use at the graduate level, I chose to use Classcraft, a fully gamified LMS for middle and high school. The design process itself taught me much. For example, to eliminate the ubiquitous, K12-targeted classroom management features, I had to extensively modify the system,

suggesting the need for a gamified LMS specifically designed for higher education. It was also difficult to create choices and alternate pathways within "quests" (assignments), which may unwittingly reinforce a tendency towards "one size fits all" teaching, while the built-in, incessant rewards could imply that learning itself is not interesting or tend to turn learning into a competition. On the plus side, designing within Classcraft almost forced the employment of the "flipped" classroom model I habitually use in my courses anyway (Author, 2019). Because all the instructions and materials for learning activities (including recorded video lectures) are inserted within independently completed quests, use of a gamified LMS might help nudge instructors away from the stand-up-and-lecture pedagogy still so prevalent in higher education (Chaudhury, 2011). Learners' responses to the pilot version, offered last spring, were overall positive, but somewhat unexpected. Several students volunteered that completing the required readings and activities felt easier or "less intimidating" when encountered one-by-one as steps in the quests, versus as a whole list of requirements on the typical page of instructions. Students also completed work faster and earlier than in previous, non-gamified, sections. Finally, the trivial rewards built into the program ("gold pieces" for purchasing in-game armor and pets) seemed surprisingly motivating, even at this level. In this session I will further discuss gamified pedagogy, share results from this and a second gamified iteration of EDIT6150E, and demonstrate/walk-through course elements in Classcraft in real time. Participants will also be offered student-level access to the course (to play for themselves), given digital access to a bibliography of research on gamification, and invited to collaborate on further research in this area.

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 production course created a series of podcasts to share their stories. The use of podcasting, with the boost of its popularity in recent years (Smith 2016), provides an entry point for many students who have turned away from more traditional forms of media to those that appeal more to their aural and visual senses. Students may feel more comfortable presenting information in a format more like the ones they consistently interact with. They may also find more community members or potential employers willing to engage with them on topics presented in more modern and easily consumed formats. In an effort to find out more about students currently enrolled in the graduate program and the concerns of graduate students in general, this students in the Strategic Video Production course were given the task of creating a short series of podcasts describing the experiences of students within their program. Time was spent teaching them the audio tools they would need, reviewing examples of podcasts, and discussing the best ways to organize content. Students worked together on all aspects of the podcast, but each student produced their own episode focused on a topic that appealed to them. Following constructivist objectives, students built the podcasts from the ground up learning important concepts regarding relaying information to a broad audience, interviewing techniques, and audio production skills. They finished with a complete audio artifact that could be used to show potential employers the breadth of their knowledge.

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. Due to the COVID- 19 crisis, many educational institutions made radical changes in their learning platforms in the middle of spring semester 2020. Most colleges and universities moved from face-to-face to online (Verawardina et al., 2020). The same was true for our university. Much of the previous research about online classes has compared online sections/semesters to in class sections/semesters or focused on various forms of

instruction (e.g., Dziuban & Moskal, 2011), including factors such as student retention (e.g., Fischer et al., 2010) and student engagement (e.g., Rapanta et al., 2020; Verawardina et al., 2020). Sugawara et al. (2020) also stated that the match between e-learning content and the learner's type of learning is a key for a successful e-learning system. Most of these previous studies examined more traditional online learning situations with some comparisons to in class sections or sections in other semesters. This half-split semester in spring 2020 was an exceptional opportunity to observe learning behavior by the same students in the same class under separate course modalities. Observations for this study are based on two classes taught during the spring of 2020. The semester, although disruptive, provided us with a unique opportunity to research the comparison between in class and online learning behavior for the same class in the same semester. For the first half of the semester, we were in a traditional classroom setting with students in desks, meeting in class for 3 times a week. Having taught for approximately seven weeks into the semester, we had learned students' names, had given several tests and had lots of classroom interaction with the students. In the post-break half, we were 100% online with only Canvas (our web-based learning management system) and email for communication. The change occurred with a two-week warning during spring break. By the end of the semester, we identified five student behavior types as documented by their online behavior. The five behavior types were identified based on their level of performance for (a) their timeliness to class compared to when they logged in for assignments and information online, (b) their number and frequency of questions in class vs online, and (c) their timeliness in turning in classwork and projects vs their post times in online assignments including late or missing work. Data were collected through instructor observations in class and instructor observations of the analytics available in Canvas. In additional findings, because of our first-half interaction in class with these students, we identified the same behavior profiles in the same students during the in-class portion of the semester. The learning behaviors remained the same regardless of modality. The findings give insight into student behavior in that there were no differences in students' behavior type across the two modalities (i.e., face-to-face and online). Further, this study provides implications for instructors with some suggestions for how to deal with each student type. Future studies could extend the research using the five behavior types to investigate previous variables such as performance or attrition in online learning.

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. Dr. Antoinette Petrazzi Woods created the HH-DORC Acronymic Model to facilitate higher education organizations in identifying and differentiating terminologies, definitions, and processes associated with Hybrid, Hyflex, Distance, Online, Remote, and Correspondence Learning. For many in higher education, the Covid-19 Pandemic brought to the fore a need for nuanced conceptualizations and implementations of higher education pedagogy that contrasted with traditional face-to-face instruction. Faculty, staff, and administrators needed to ensure that educational methods and deliverables were consistent with the pedagogical lexicon of distance learning. Consequently, some in higher education were drilling down into an unfamiliar context. However, challenges existed within the pedagogical lexicon of distance learning because of the lack of consistent definitions of the constructs. Moreover, in addition to the process of "how," the justification and need for the "why" of the model exist because of the increased delivery of virtual education in a Global Pandemic, and perhaps, future and ongoing requisites for virtual learning. Antoinette (Petrazzi) Woods, Ph.D., LPC developed HH-DORC as a contemporary acronymic model that is grounded in the extant scholarly literature including but not limited to Open SUNY (State University of New York) online resources.

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. As planning for Fall 2020 began, administration at Nicholls State University planned for all courses to be delivered in a remote learning environment pending the rate of infection. Administration defined remote learning as Hyflex, hybrid, 100% online synchronous, and 100% online asynchronous teaching modalities. The remote learning strategy was enforced by administration to ensure the maintenance of enrollment and the high quality delivery of instruction. Particular emphasis was placed on introductory courses being taught using Hyflex methodologies to retain first and second year college students who are 66% first generation students. Hyflex course design is defined as a course that combines both online and face-to-face teaching with flexibility for students to choose how they attend a course without experiencing any learning deficit (Beatty, 2014). The majority of faculty at NSU did not have experience designing or implementing remote learning methodologies as most pre-pandemic courses were delivered using the face-to-face modality. NSU's Office of Academic Affairs provided a voluntary remote learning professional development in July 2020. Part of the course completion was providing a final assignment in which faculty and staff write a reflection on how they will use remote learning pedagogy and educational technology tools in their fall 2020 courses. A follow up survey was used to measure what faculty actually implemented in their courses. The professional development was organized by university faculty and staff including those who are directly involved in student success and educational technology. The training itself was delivered in the Hyflex modality to model best practices. The faculty who participated in the training were invited to attend daily one-hour zoom sessions. Participants also used daily forums, weekly question, answer sessions to participate with one and other, and the course materials. Anyone who could not attend the live sessions could watch recorded sessions on their own and continue to participate in the forums. In this study, we identified faculty confidence level in educational technology and pedagogy to deliver courses in the hyflex modality. We also identified what session topics were most highly valued by participants, what best practices and or topics for instruction would internal experts utilize if able to replicate this service learning initiative in the future and what instructional methodologies and educational technologies were utilized by faculty who took this training during the fall 2020 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. The Peer Mentorship Program was developed during a pandemic to meet the ever- growing needs of the first-year students at Virginia-Maryland College of Veterinary Medicine. While all transitions into graduate school are difficult, this is especially true during a time of uncertainty where every change is magnified by something out of students' control. Tailored specifically for first-year students, this program utilizes third-year veterinary students and ambassadors as Mentors to provide peer-guided support. It is a program developed and led by students, for students. This program directly addresses the mental health concerns of Mentees and seeks to alleviate feelings of loneliness, confusion, frustration, and stress. Mentees are placed in small groups of 6-8 members from their class and assigned a Mentor. Mentors are then responsible for conducting bimonthly meetings via Zoom, in which a variety of topics are addressed. The curriculum for this program has been developed and organized by

the Mentorship Coordinator and it centers around themes, such as understanding imposter syndrome, de-stigmatizing mental health, understanding available resources, networking, building faculty relationships, professionalism, and leadership. Additionally, the sessions conclude with each Mentee identifying a goal or setting an intention for the following week and progress is tracked by using check-in statements at the start of the next session. Each Mentor is vital to the success of this program. As such, Mentors are closely supported throughout the program by the Mentorship Coordinator, along with the VMCVM faculty and staff. They also attend a training session in which they gain a better understanding of program goals, expectations, counseling skills, and how to best facilitate small groups. In addition to the training session, Mentors also take part in a 20-minute de-brief session with the Mentorship Coordinator after each group meeting. This allows for Mentors to connect and share, as well as work together to problem-solve collective issues and concerns. For their time and contribution, Mentors are given one ambassador point for each session they attend. In addition to points, Mentors gain valuable skills that will be beneficial for their professional careers in veterinary medicine. Survey tools are utilized for assessment purposes. Mentors are to complete a brief survey after each session that indicates the attendance of members and progress notes for the group, as well as the topics that were covered, the level of group engagement, and any additional questions or concerns. Mentees will take part in a comprehensive survey at the conclusion of each semester. This program seeks to support the following learning outcomes for both Mentors and Mentees: (1) create a stronger sense of community and belonging to Virginia-Maryland College of Veterinary Medicine, (2) form an environment in which all individuals respect differences and seek to understand alternative points of view, (3) improve communication and problem-solving skills, and (4) increase motivation and confidence by strengthening support systems.

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. Due to the tremendous focus on technology inclusion in today's society, it is common for faculty to discover new ways to implement technology within class activities. One prominent challenge education professors face in the collegiate classroom is the reduction of face-to-face time. So, the question becomes how to provide content coverage while ensuring candidates are receiving quality instruction methodology. This presentation describes how online literature circles have empowered students to become analytical readers and thinkers. Included are the benefits that go beyond comprehension and content knowledge. By implementing online literature circles in the classroom, it increases critical thinking, collaboration, personal connections, differentiation, exposure to different genres, accountability, and feedback.

Instructional Development in Higher Education for Online Courses in Engineering

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

This practice session will be an interactive dialogue panel discussing with participants lessons learned from high-level systematic course development for online Engineering Construction Management courses. The panel is 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 developed various courses using their expertise - instructional design, graphic design, subject matter experts, administration, and project management. This practice session will be an interactive dialogue panel discussing with participants lessons learned from high-level systematic course development for online Engineering Construction Management courses. The panel is 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 developed various courses using their expertise - instructional design, graphic design, subject matter expert, administration, and project management. Recurring problems in engineering course

design and development are: never enough time or resources, the demand for course design and development on unrealistic timelines, complex design tools that require time and training, multiple stakeholders, and the delivery of quality content learning. Too often in the search for efficiency there is a corresponding loss of instructional quality (Merrill, 2001). As such, the instructional design team utilizes instructional theory eminent in the field of instructional design and technology and attempts to strike this delicate balance in their process. The instructional design of a computational course in engineering is cycled systematically through the ADDIE model - Analyze, Design, Develop, Implement, and Evaluate (Branch, 2008). Beginning with a needs assessment and working towards formative and summative evaluation, the design team integrates and adapts key instructional design principles to ensure quality learning outcomes for engineering students (Dick, Carey, & Carey, 2015). The team recognizes that this instructional design approach is one component integrated into a higher-level integrated systems approach to course development (Williams van Rooij, 2011). Course design is considered in the context of a larger institutional process involving overlapping organizational structures such as product and software procurement, stakeholder approval, resource allotment, and institutionally driven timelines (Williams van Rooij, 2011). The team integrates course instructional design and development within the institutionalized system to ensure exceptional course quality for student and stakeholder satisfaction. The team will make a short presentation on the process involved in constructing online learning courses using a fully-designed Construction Management course as a situated example. The audience will be encouraged to engage with the panel by asking questions and seeking guidance for their own course design and development projects based on lessons learned and tested best practices.

Instructor Presence Impact on Learner Engagement in Online Learning

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

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. Designing online courses to meet standards requires paying attention to one of the essential components which is, instructor presence. Instructor presence takes care of the transactional deficit that comes with learning in an online environment. Instructor presence refers to the more observable instructional efforts of the instructor in a course (Richardson et al., 2015). When instructor presence is appropriately present in a course, this study seeks to determine if learners may be more engaged in the course. An increased level of instructor presence is correlated to student engagement (Dixon, 2010). This presentation will focus on showing some of the strategies for the instructor to be more present in an online learning environment. Researchers conducted an initial study using the 'Student Perception of Engagement in an Online Course' survey to measure student perception of engagement in an online course. One of the questions centered on student views on the role of instructor presence on their engagement. A total of 146 students were surveyed at a large land-grant institution of higher learning in the southeastern part of the United States of America. The learners rated how the following aspects of course content impacts their engagement in an online learning environment; feedback from the instructor; timeliness of the feedback; instructor attempts to build rapport and instructor interactions with the learners. The purpose of this presentation is to provide information to participants regarding the role of instructor presence on learner engagement in an online learning environment and some strategies for instructor presence.

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. The VT Honors College provides a unique opportunity for instructors and students to co-develop more meaningful engagement. Through the use of a Faculty Student Agreement (FSA),

students and instructors agree on additional coursework, thus providing students the leeway to explore their interests (Faculty-Student Agreement Guidelines, n.d.). This practice exemplifies constructivist learner-centered pedagogy, placing the learning path into the hands of the student (Dole, Bloom & Kowalske, 2016). 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. After a meeting to explore possible projects, the student described how a book would involve integrating multiple areas of interest into a single project. "I will plan, compose, and publish a children's book. This book will include aspects of STEM education and outreach, inclusion, and incorporate key aspects of the course material." Further connections to the literature will be made in December, 2020 as the student continues to progress through the various stages of the project.

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. Statement of Purpose. The purpose of this explanatory research study is 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 utilize online questionnaire using Google forms. Also, conducting interviews with willing participants at the researcher's workplace will be the second research instrument for data collection to examine the teachers' PD practices, attitudes, needs, and challenges concerning this new online platform of delivery. Problem statement and significant of the research study: The context of my workplace, the Centre for Preparatory Studies (CPS) is remarkably diverse and rich in terms of having teachers and practitioners from different cultural and educational backgrounds. Those EFL teachers from a population of around 230. Beside the local Omani teachers, we have teachers from different parts of the world, the US, the UK, Canada, Australia, New Zealand, Russia, India and Armenia. These teachers are always offered opportunities for academic professional development and growth but because of time constraints and workload, they find it inconvenient to attend these training sessions or they feel that their needs are not met because of the choice of topics selected for these training sessions. This current study is intended to address and bridge several gaps found in the published studies of traditional and online professional development. Further, it highlights prior research studies with all their limitations. Finally, it attempts to explore the topic of online PD for EFL language teachers by utilizing MOOCs: massive open online courses as an online platform and it addresses areas in my specific context and setting. MOOCs offer effective and efficient features for both course designers, course educators and learners. According to Fyle (2013), MOOCs platform expedites the acquisition and mastery of content knowledge, facilitates the design and delivery of organized instructional activities, offers chances for students to reflect, encourages social interaction between learners, teacher educators, practicing teacher mentors, other experienced teachers, and their peers. As such, a further investigation is required in my context, Oman, to see the impact of the advancement of technology and the Internet on using MOOCs platform to design and deliver professional development content for EFL teachers. Theoretical framework: It is worthy to mention that this research study will base its theoretical framework on some theories and adult learning principles such as Adult Learning (Andragogy) by Knowles (1990), Constructivism by Bruner (1990), Cognitive Load Theory (CLT) by Sweller (1988). The author will flesh out more details on this section and outline the theoretical bases of these theories in relation to adult learning, social learning, cognitive learning, and motivation. This research study will employ a descriptive exploratory methodology to answer the following questions: 1. What are EFL teachers' practices of online continuing professional development (CPD)? 2. What are EFL teachers' attitudes towards online continuing professional development (CPD)? 3. What are EFL teachers' work needs regarding online continuing professional development (CPD)? 4. Do EFL teachers encounter any challenges regarding online continuing professional development (CPD)? If so, what are they?

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. Having undergone the medical school application process, we noticed many disparities between applicants. For example, some students purchase consulting services costing \$10,000 or more per application cycle while others struggle to overcome the basic financial obstacles in applying, such as application fees and traveling for interviews. To tackle this issue, we founded Giving a Boost to provide free services to medical school applicants in the greater Pittsburgh area. We hope to equalize the playing field by guiding others through the convoluted application process and create more diversity in future medical school student bodies. We also provide medical students an opportunity to give back to those following in our footsteps and facilitating mentorship connections with local premedical students. Giving a Boost was established as a student organization at the University of Pittsburgh School of Medicine in the spring of 2020 and helps applicants with primary applications, secondary applications, and interviews for MD and DO programs. We formally contacted 9 universities in the greater Pittsburgh area through various outlets, such as pre-health advising offices, department advisors, and premedical student organizations, while informally recruiting applicants through other mechanisms. Additionally, we have worked with the Student National Medical Association to provide support for students in their Minority Association of Pre-Medical Students pipeline program for underrepresented students who are based in the Pennsylvania, Delaware, and West Virginia region. We gathered background information, such as majors and extracurriculars, from the applicants and medical school mentors. Our aim was to create pairings of similar backgrounds where the medical student could provide support unique to their shared experiences (e.g. reapplicants, nontraditional, URM, MD/PhD). This year, we paired 97 medical school applicants with 65 medical students. Applicants were asked on a scale of 1-10 (with 10 being the highest) rating their experiences on essay support with Giving a Boost and other outlets such as friends, faculty, pre-health advising, student organizations, and paid consulting services. The mean value given to Giving a Boost was 8.7, followed by 7.1, 5.9, 5.7, 3.5, and 2.2, respectively. A two-tailed Student's t-test with unequal variance was performed between Giving a Boost and the next highest category (friends) with $p=0.0017$ ($n=46$; a greater number of responses are expected by summer's end). When comparing all other categories, the differences were statistically significant ($p < 0.05$). Future work would focus on expanding the program to include more applicants, as the number of applicants our medical students could take on this year greatly exceeded the number of applicants who signed up to the program. We also hope to further develop relationships with the pre-health advising offices in the Pittsburgh area to gather more applicants of diverse backgrounds.

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. First-Year Experience (FYE) course in the Animal and Poultry Sciences (APSC) Department has been in place since 2013 and has seen multiple revisions and changes to what it is today. All APSC incoming students are required to take the course their first semester to assist in their transition to college and help them navigate their first semester. The course is divided into three modules: (1) college success; (2) academic planning; and (3) scientific literacy project. Upperclassmen have been involved in the class over the years with their role shifting from teaching assistants focused mainly on helping the instructor to peer mentors serving as a resource to first year students inside and outside the classroom. The FYE course was revised Fall 2019 with a focus on building a sense of community within the classroom starting at orientation. A "Welcome to APSC" Canvas site was created with a variety of information about Virginia Tech, APSC department, the FYE course, and the peer mentors. After

orientation, students were invited to join and engage in a discussion board. In preparation for the first day of class, a flyer with a tip of the week that related to college life and the transition was posted to the site. The course was composed of guest lecturers and weekly recitation. For the recitation, 8 students were grouped together based on mutual hobbies and assigned a mentor with similar interests. Throughout the semester peer mentors facilitated discussion, planned activities, and served as a resource inside and outside the classroom. To further improve the way FYE is delivered and to serve all future APSC students, a survey specifically relating to the role of the peer mentors, the activities, and the project was distributed to students towards the end of the Fall 2019 semester. Overall students found the course to be very helpful in their transition and peer mentors to be a great resource. Students viewed a team building activity that was planned during the first 4 weeks of the semester as extremely valuable in fostering a sense of community and indicated a benefit of repeating such activity throughout the semester. With regards to the Animal science project, students indicated that they would have preferred to choose a topic to research rather than be assigned a topic. Moving forward, we will be taking the students feedback as we revise the course for the Fall 2020. Due to the current COVID-19 pandemic, we have altered our plan for the Fall 2020 class. The course will be offered online in a synchronous format and peer mentors will be assigned to groups of 8 students to interact with them in a virtual format. We are still looking forward to working with this year's mentees even with these unforeseen circumstances.

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. At a national level participating in undergraduate research experiences (UREs) has been recognized as providing many benefits. The benefits for institutions and students that participate often connect such as high GPA's, retention, and graduation rates (Wilson, 2012). The institutions also benefit from public relations, recruiting potential students, and additional grant funding. The students benefit by establishing a sense of belonging, enhanced confidence, and professional development (Bauer and Bennett 2003). Through participation in UR students develop their critical thinking, writing and communication skills (Lopatto, 2007). Although the benefits of participating in UREs are noted and the impact on students is long lasting it is difficult for individual universities to capture the depth of these experiences (Sims, Le, Emery, Smith, 2012). Despite these difficulties it is beneficial for institutions to be able to track these experiences to both determine who is participating and the benefits that specific experiences provide. Determining even a seemingly simple number, such as "the count", i.e. how many students participate, is difficult (Blockus, 2012). Various disciplines use different terminology including research, internships, capstones, scholarship, creative activities or inquiries, performances, and co-ops. To further complicate the situation, although many of these named activities are research experiences not all of them are. For example, one internship might have a large research component to it while another internship might have little to no research involved. At our mid-sized public comprehensive university, we have successfully implemented a centralized tracking system to determine who has participated in UREs with data going back to 2015. Our tracking system used four data pools: the National Survey of Student Engagement (NSSE), faculty reported data through our annual reporting system, Registrar class data, and tracking data from the Office of Undergraduate Research & Scholarship. We were able over five years to identify nearly twelve thousand student UREs. We analyzed this data in terms of demographics, GPA, class standing, retention, participation by college, retention rates, and graduation rates. Overall, we found participating in an URE increased the retention rate by 8% and nearly doubled our four-year graduation rate. Students in course based UREs were found to be more representative of the student body and there was no gap in retention rates between minoritized and white students. Additional subsets of the data and future implications of

the study will be presented.

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. Even prior to the COVID pandemic of 2020, institutions of higher education were adding online courses to their curriculum as an alternative to the traditional face-to-face instruction, to a point where a third of all students take at least one online course (Lederman 2018). Typically, academic coursework offers students the ability to explore majors and ultimately, choose a career. However, in addition to the challenges of integrating technology options into course instruction, online settings can be very difficult for instructors to offer career exploration opportunities. This paper reports on an exploratory study examining the use of podcasts for exploring majors and career opportunities. Podcasts were included in the course design of an online Principles of Marketing course at a large land-grant university in the northeastern part of the United States. Students enrolled in this course were business undergraduates, for which this course was a requirement across all majors. Two online sections were offered during the Spring, 2020 with a total of 58 students. The course included a "Professionals on Demand" PODcast Series of U.S.-based marketing professionals. Marketing professionals from a variety of backgrounds and organizational levels were interviewed regarding their experiences, observations, and career advice. There were 22 podcasts in total, ranging from 3 minutes to 22 minutes long. 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 podcasts. Overall, the findings were positive. All business majors were represented in data collection. In terms of helpfulness of the podcasts for career exploration - the average was a 3.81 (s.d. = 1.1) on a Likert scale from 1 (Not helpful at all) to 5 (Extremely helpful). The midpoint rating (3) was "Moderately helpful." Students were then asked if, as a result of the podcasts, they were considering a possible career path that I had never thought of pursuing before. The average response of 3.20 (s.d. = 1.2) on a scale from 1 (Do not agree) to 5 (Extremely agree). For degree of influence the PODcast Series had over students' choice of major, the average was 2.82 (s.d.=1.2) on a range from 1 (No influence) to 5 (Extreme influence) and choice of minor, with the average 2.80 (s.d. = 1.3). The open-ended questions included comments such as: "Would love him as a boss." "Marketing involves so many numbers." "Marketing would be a great double major." "Marketing is much more than sales." "I looked forward to each podcast." "I started this class as an accounting major, and I still want to be in accounting." Universities face a number of challenges with COVID-19 responsiveness and the present push to offer more on-line programs and courses. Finding ways to enhance not only the learning experience itself, but also provide insights into career options for undergraduates, is an important goal. The PODcast Series identified in this study has to potential to supply this dual focus, with preliminary results showing strong positive response.

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. To use Peter Elbow's theory of instruction, the instructor is a guide and a source of advice, and thus the

instructor is more of a director of the flow of information than an imperator. In today's contentious politics, however, the urge to definitively declare for one side or another would seemingly behoove the instructor. That is due to the extreme polarization of the contemporary political climate. However, the instructor invoking his or her authority in such a manner, while a prerogative of the instructor, can have detrimental results upon the mental health of students. To wit, an instructor can be seen as forcing his or her opinions on the class by way of a tacit endorsement. While some students will, doubtlessly, agree with the endorsed political viewpoint, even that has mental health ramifications. For example, an instructor encouraging students to work towards a political goal can be seen as a way for concurring students to utilize their agency to influence potential societal change. That would be a positive outcome. Conversely, the instructor, with good intentions, can also unwittingly create a pressure valve by encouraging political activism in students. The students let off the pressure of the divisive political environment by participating in activism, and then bottle up the pressure when they are not advocating for their chosen political ideology. To combat this contained pressure, the students become more focused on their own political perspective, and they become more ideologically dogmatic. That type of intolerant political doctrine then contributes to even greater stress in the classroom, the personal lives of students, and in collegiate political debate. Therefore, this issue needs to be critically discussed. This research uses studies from the Harvard Graduate School of Education and the Harvard Kennedy School of Politics to discuss this situation and how to combat it by embracing a more inclusive pedagogy.

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. Historically Black colleges and universities (HBCUs) are valuable to the nation's educational system (Nichols, 2004; Price, Spriggs, & Swinton, 2011). HBCUs, also known as predominately Black institutions, were established during the pre-civil war years (Jackson, 2002; LeMelle, 2002; Redd 1998) during the time of segregation in the United States to provide educational opportunities for African Americans who did not have access to Predominantly White institutions (PWIs) (Mathews & Hawkins, 2006; Sissoko & Shiau, 2005). The Title III Higher Education Act of 1965 defines HBCUs as "any institution founded prior to 1964, with the expressed purpose of educating Blacks" (Satterfield, 2008, p.1). From their modest beginnings, HBCUs have made important contributions to African American communities and American society collectively, by providing educational opportunities for low-income and disadvantaged students, those who may not have had an opportunity to pursue higher education (Redd, 1998). Despite their small size in relation to other types of higher education institutions, HBCUs have been helpful to many African American families and disadvantaged communities. These institutions account for only about 3% of the accredited institutions of higher education in the United States, but collectively enroll approximately 14% of the total number of African Americans in higher education (Avery, 2009; Stewart, Wright, Perry, & Rankin, 2008) and graduate 24% of all African Americans who obtain college degrees annually (Nichols, 2004). Further, approximately 70% of Black doctors and dentists, 50% of Black engineers and public-school teachers, and 35% of Black attorneys received their bachelor's degrees at an HBCU (Avery, 2009) indicating their importance in the development of African American professionals. Despite underfunding and financial burdens, as HBCUs often have fewer resources and serve a high number of low-income students, these institutions have continued to be of great value in the United States higher education system (Mathews & Hawkins, 2006). Studies indicate that African American students attending HBCUs are more involved campus life, have closer relationships with faculty, and have higher levels of participation in campus organizations and activities (Brooks, 2015; Redd, 1998; Stewart et al., 2008). HBCUs are continuing to thrive because these institutions are successfully educating and graduating African American students while incorporating the sense of community (Copeland, 2006) and culture. As indicated by Mobley (2017)

HBCUs should "not only embody their eminent legacies of social change, but also serve as fierce settings that will ultimately champion action-oriented change for Black communities and the society at large (p. 1038)." The current study focuses on HBCU student experiences and how attending an HBCU has impacted thoughts on race, equity, and education. Preliminary findings will be presented.

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. Student-athletes may necessitate special considerations regarding health and wellness due to unique demands which include physical fatigue, scheduling conflicts, performance pressure, injuries, and more; all of these stressors "can hinder academic motivation and performance" (Parker et al., 2018, p. 190). Staley (2015) argues that NCAA guidelines regarding training schedules, practice schedules, and athletic competitions requiring extensive travel and absences from class place larger academic expectations on student-athletes due to their contractual agreements with their institutions. Additionally, student-athletes spend more time practicing their sport, working out, and studying than their non-athlete peers spend studying, which suggests the demands of student-athletes affect their "abilities to develop the skills necessary to achieve professional success in areas other than athletics" (Page, 2015, p. 2). To add context, Theune's (2017) findings indicate that freshman student-athletes sought academic help more frequently than their non-athlete counterparts. This is exemplified by 51.8% of student-athletes reporting faculty-based interactions "sometimes" while 15.8% reported they interacted with them "always." In comparison, 47.3% of non-athlete students reported "sometimes" and 15.0% reported "always" (Theune, 2017, p. 118). While Cosh and Tully (2015) argue athletes often sacrifice their educational achievements to prioritize athletic success, Walder (2018) aims to direct attention to the "significance of academic preparations" because it could help to "compound the pressures" student-athletes face (p. 8). Walder (2018) further acknowledges support from parents, coaches, and professors is essential for student-athletes' overall development and success in academia. While instructing courses in which elite athletes enrolled 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 for student-athletes. Working groups were also assigned. Athletes were tasked with strict studying guidelines and were held to standards of excellence, collegiality, and respect measured beyond their grades. Students from this program were instructed to meet with Dr. Chicotsky outside of class to ensure their scores kept them eligible all while earning the opportunity to develop a meaningful relationship that advanced their knowledge and professional readiness for professional sports. This experience generated enviable scenarios for any sports fan, but it also presented challenging circumstances for any academician regarding demands of time and schedule (a burden jointly shared by student-athletes and the instructor). Dr. Chicotsky's presentation will dive into the remarkable stories and strategies employed to help build strong academic athletes. He will share how he gained permission to visit a locker room during halftime of a game to meet a legendary coach and to deliver encouraging words to struggling athletes. Dr. Chicotsky will offer strategies to ensure student-athletes are protected and guided toward exemplary performance on merit-based outcomes. He will share his tactics for saving a student's career in preparation for an exam which required interventions witnessed from coaches on the sports field. Lastly, 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.

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. Service learning or community-based learning experiences have been identified as one of ten high-impact educational experiences³. In this form of teaching, students participate in supervised programs that meet an actual community need. Over the past thirty years, service learning programs have been successfully incorporated into both undergraduate and professional programs⁴. Service learning programs are impactful because they encourage student engagement and retention through active learning, application of didactic classroom material, and opportunities for skill development^{1,4}. The experiences encourage students to adopt more active and directive approaches to learning. Service learning programs may also foster civic awareness and engagement and help develop perceptions of good citizenship⁴. Outcome measurements and assessment of learning can be important to fully understanding the impact of the program. In professional medical and veterinary programs, service learning rotations often focus on primary care experiences. These programs offer experiences not commonly available in tertiary care teaching programs. Community-based training in Family Medicine programs has been shown to influence career preferences in medical students. Medical students, particularly women, were more likely to switch from a hospital based career choice to family medicine². Veterinary students participating in a surgical program for shelter pets gained necessary skills that were not available in traditional hospital based surgical rotations¹. Creating, implementing, and sustaining successful service learning programs may be challenging due to funding, human resources, and changing needs of community partners. Programs may rely heavily on donations or grants and student participation may have recently been impacted by restrictions secondary to Covid-19. What are current challenges and how can they be overcome to develop and maintain successful programs? We invite you to come and discuss the successes and challenges you have faced with your service learning or community-based programs.

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. Scholars of history recommend engaging students in the process of creating history in order to best teach historical thinking skills (e.g. Casper, 2011; Kelly, 2013). But doing so online, without the benefit of visiting university special collections, or perusing collected historical materials such as yearbooks, makes the teaching of history online especially difficult. Even prior to the current dynamics of COVID-19, higher education was in search of understanding the potentialities of online education. Specific scholarship of teaching and learning (SoTL) about history courses in online classroom environments (Casper, 2011; Kelly, 2013; Schrum & Sleeter, 2013) encourages students' use of primary documents made available online to craft their own historical narratives. In the fall of 2020, we asked students to take this one step further in two graduate-level, history of higher education courses -- one at Virginia Tech and one at George Mason University. Students created asynchronous online learning activities, grounded in primary sources, to explore the historical roots of contemporary issues in higher education. Students then engaged with the learning activities developed by their peers, and reflected on both the creation and learning experience. The growing field of "students as partners," scholarship has repeatedly called for the centering of student voices in teaching and learning (Cook-Sather, Bovill, & Felten, 2014; Healey, Flint, & Harrington, 2016; Mercer-Mapstone & Abbot, 2020; Werder & Otis, 2010). The sudden transition to remote learning caused by the global coronavirus pandemic has left many students feeling disconnected from their education. However, students engaging in sustained partnerships with instructors have found such relationships to

be a remedy for disconnection (Impastato & Topper 2020). Involving students in the meaningful co-construction and shaping of their learning through independently directed research, such as this assignment, can give students a stronger sense of agency, and engage them more deeply in their learning (Mercer-Mapstone et al., 2017; National Union of Students, 2015). Finally, best practice in online learning calls for student choice in their assignment topics (Darby, 2020). Taken together, our hope for this assignment was to encourage students' deep engagement and agency in their learning. In this poster presentation, we share the impact of this assignment to create an asynchronous learning activity on students' development of historical thinking skills and metacognitive awareness of elements of teaching and learning. We present examples of student work (shared with permission) along with student reflections on the efficacy of the assignment. This research expands upon the topic of teaching in an online context to explore the impact of assignments scaffolded to help students consider what it means to do historical research with primary sources and find approaches to teaching others about history through asynchronous learning modules.

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. This proposed session will share progress on a Conference on College Composition and Communication Research Initiative Grant project, "Students as Advocates for the Right to Their Own Languages in Their Graded Writing." With this project, we are creating resources 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. Participants will have the opportunity to share and reflect on their experiences with grading students' writing. Conventional approaches to grading writing tend to reward assimilation to a set of dominant writing expectations. This approach can "easily be racist" (Inoue, 2015, p. 52), penalizing students, disproportionately Students of Color, for their language patterns if those language patterns are not part of dominant conventions (see also Kynard, 2013). Our prior research has demonstrated that faculty grading penalizes student writing for particular features of language varieties such as African American English (Franz, 2019). This research moreover found that value for students' linguistic agency, although evident in course objectives and faculty interviews, was not apparent in grading and commenting patterns. These findings show a need to both educate faculty and empower students to advocate for grading that enacts students' right to their own languages (CCCC, 1974). We are currently drafting online guides for faculty and students. We plan for the faculty guides to inform a range of faculty who grade student writing. Topics in the guide include African American English in graded college student writing, African American English across genres, types of grading and feedback, students' K-12 writing experiences, and feedback and audience. Our goal is to provide specific linguistic and grading examples that faculty and students can immediately implement into their work and communication. 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. Questions we will ask the audience include: *How have you seen African American English organizational styles, word choice, or grammar patterns in your students' writing? *Do you have other examples of helpful feedback in response to African American English or language varieties, such as Southern English? *Do you know of examples of African American English across written genres that might be useful to faculty who teach writing? What types of grading and feedback do you use for student writing? How do these types of grading and feedback support students' linguistic agency? *What questions can students ask, in class or in office hours, to facilitate working with instructor feedback? *What do you or your colleagues need to know about students' K-12 experiences with writing, feedback, and grading? We also provide participants with a way to contact us if they would like to contribute content to the guide. Participants whose examples appear in the guide will have the option of receiving credit for their contribution with their real name or choosing a pseudonym.

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. In the wake of the Coronavirus pandemic, university faculty had the unique challenge of addressing how best to transition face to face teaching strategies to accommodate COVID-19 related restrictions. The College of Agriculture and Life Sciences (CALs) enlisted a team of interdepartmental Graduate Research Assistants (GRAs) to develop college-wide strategies aimed at easing the transition to online synchronous-asynchronous teaching practices. Appropriately called the CALs Transition Team, the team was tasked with compiling best practices for Canvas and course organization, media creation and implementation, and ideas for improving student-teacher relations in an online environment. GRAs worked with Higher Ed company representatives, IT departments, and pedagogy research professionals to develop tools to distribute to the college. The culminating event was a 2-day "Teaching Transition Showcase" via Zoom, where the GRAs presented their strategies for best practices in an online synchronous-asynchronous teaching environment, reaching ~70 faculty, administrators, and fellow graduate students. Positive outcomes mentioned by faculty were the helpful conversations about best practices, the vast resources created, and that faculty walked away learning new techniques they could immediately implement. The work of the CALs Transition Team also had a university-wide impact as the materials developed have been posted to a Canvas course shell for all university faculty to consult in preparing for future courses. Further impact will be assessed upon completion of a survey to CALs faculty. Two GRAs on the CALs Transition Team worked intimately with Human Nutrition, Foods, and Exercise (HNFE) faculty to adapt and develop course content, integrate technology, provide instructions for utilizing affordable teaching tools (such as Kahoot), and organize Canvas sites based on best practices. The GRAs were also tasked to develop comprehensive and accessible instructional materials for projects based on their experience with the assessments. In total, the GRAs improved the content of 8 undergraduate courses in the HNFE department impacting ~1075 enrolled students for the Fall 2020 semester and 1 CALs graduate course to be implemented Spring 2021. With the help of these GRAs, faculty were able to redirect their efforts to their other responsibilities including writing grant proposals, research activities, online summer teaching, recording content for fall courses, and accreditation tasks. The benefits to faculty were particularly notable as drastic changes to courses were necessary to adapt for new COVID-19 teaching protocols. HNFE faculty were most thankful for having the GRA work to develop online content to be integrated into their courses. The experience was described as both informative and effective. The GRAs work enabled more face to face time for lab classes, enhancing the student experience. The impact of the GRAs will be reflected in SPOT surveys and increased class enrollment. Even without the drastic changes that were implemented because of the Coronavirus pandemic, striving for effective pedagogical techniques in the classroom are always needed. In the future, faculty utilizing the departmental summer GRAs focusing on pedagogical best practices would experience similar benefits to their department.

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. In the dominant educational system, we are taught to relate to the world in objective and observational ways; we are discouraged from engaging emotionally with phenomenon that captures and holds our attention, often for the rest of our lives through our chosen fields of study. This seems counter-intuitive in that, what initially draws us to specific disciplines of study are the joy, surprise, love, and satisfaction we feel from understanding how Nature works through the stories she tells and through finding ways to engage more fluidly with her. Having this type of relationship with Nature helps us live more sustainably as well as feel more empowered. Learning is defined as a change in behavior and it occurs best in the presence of healthy relationships between teachers and students. When we learn 'science,' we are actually learning to speak a new language--the language of Nature. Nature is the most patient and enduring teacher we will ever have and, because her rhythms were preexisting and absolute before our arrival, we must learn her ways to participate well within her established and complex systems to survive and thrive. Nature teaches her language, culture, and balanced re-generational ways on and in her own time to those who are able to see her lessons; the human teacher must learn ways to support that interaction and scaffold ways to gradually step back from the engagement until direct communication between Nature and student is seamless. This workshop will provide theory and examples to teachers so they may animate this approach and strategy in their own classrooms. Purpose: to discuss relationships, especially with Land, as a powerful tool in optimizing science education. Learning objectives: 1. to understand how worldview shapes our engagement with science 2. to share strategies for optimizing science education through relationship building between the teacher, students, community thought- partners, and Nature. Session procedure: 1. Engage: We will begin by asking people to share a time when they were interested in science or to describe an incident that captured their attention and drew them to be engaged in a specific field of scientific study. 2. Explore: We will discuss how learning is a social (relationship dependant) and how Nature is a significant partner in that process. 3. Explain: We will discuss strategies for optimizing partnerships with Nature to help teach 'science' and lead us to more sustainable and empowered ways of being. 4. Elaborate: I will provide examples to incite participants to share stories and/or ideas of how this relates to their teaching and learning. 5. Evaluate: The participants will fill out an exit slip answering 2 questions: a. What will you take with you and use in your teaching and learning? b. What are some final thoughts you would like to share with to survive and thrive. Nature teaches her language, culture, and balanced re-generational ways on and in her own time to those who are able to see her lessons; the human teacher must learn ways to support that interaction and scaffold ways to gradually step back from the engagement until direct communication between Nature and student is seamless. This workshop will provide theory and examples to teachers so they may animate this approach and strategy in their own classrooms. Purpose: to discuss relationships, especially with Land, as a powerful tool in optimizing science education. Learning objectives: 1. to understand how worldview shapes our engagement with science 2. to share strategies for optimizing science education through relationship building between the teacher, students, community thought-partners, and Nature. Session procedure: 1. Engage: We will begin by asking people to share a time when they were interested in science or to describe an incident that captured their attention and drew them to be engaged in a specific field of scientific study. 2. Explore: We will discuss how learning is a social (relationship dependant) and how Nature is a significant partner in that process. 3. Explain: We will discuss strategies for optimizing partnerships with Nature to help teach 'science' and lead us to more sustainable and empowered ways of being. 4. Elaborate: I will provide examples to incite participants to share stories and/or ideas of how this relates to their teaching and learning. 5. Evaluate: The participants will fill out an exit slip answering 2 questions: a. What will you take with you and use in your teaching and learning? b. What are some final thoughts you would like to share with.

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. During Spring and Fall 2020, we have all had to get creative with how to present our classes in new formats and using new technologies. This practice session will include a demonstration of how to use the techniques and technology used by streamers on Twitch and other platforms to enhance our virtual classrooms. I will introduce OBS, a streaming platform that can be used for both live streaming and recording presentations and that gives you immense flexibility and control over video and audio inputs. Using this with platforms such as YouTube Live (which can be done privately), you can take the best of what you already know about classroom engagement and integrate it with new technologies.

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. Rationales for adopting blended learning could include the ability to operate globally, supporting diversity via equity of access learners who are unable to attend classes, increasing interaction between learners and faculties (Dziuban, Moskal, & Hartman, 2005; Sharpe, Benfield, Roberts, & Francis, 2006; Stacey & Gerbic, 2009). Unfortunately, when "institutions or program leaders consider the complex options for designing effective learning experiences, they are usually working within the parameters of known conditions and contexts" (Julie et al., 2012, p.37). Few studies have been done about the challenges of implementing blended learning in times of crisis such as COVID-19. Even though blended learning provides access to education in case where physical attendance is difficult (Bonk, Kim, & Zeng, 2006; Quinn, 2011). This study will highlight the challenges that could be faced when using blended learning approach. Technology Readiness: In Indonesia, using the technology presents a challenge for blended learning because both learners and faculties are not experience in using the technology. (Muna et al., 2020) Research suggests blended learning is an effective way to continue in education in the time of crisis if both learners and faculties have the ability and experience in using the technology. Readiness to use digital technologies is an important factor to enable faculty and learners to adapt flexibly to blended learning environments when normal patterns are disrupted (Mark & Seeman, 2008). Platform Issues: All universities adopted specific platform such as Blackboard, Canvas, Jusun and etc. Those platforms could be locally or globally developed. However, some faculty members face issues and problems related to the systems. The issues raised by the faculty members included: inability to upload large files; inadequate bandwidth, resulting in significant access delays; and inefficient design (Alshammari,2015). Training Issues: The time for training, and to re-design and administer the course is one of the challenges that faculty could face. Alebaikan and Troudi (2010) mentioned that "One reason could be that the universities and institutions do not provide enough training workshops for online learning [blended learning] systems" (p. 52). So, some training workshops about how to design courses and teach via using blended learning approach could help in dealing with unexpected circumstance. Getting the students on board with the new format: Another challenge is getting the students on board with the new format. According to Kenney & Newcombe, 2011, some learners may "skeptical about the new approach and not used to taking responsibility for their own learning" (p.53). So, this will not be easy on both learners and faculty. learners have to manage their time very well, adopt to the new approach and faculty need to continuously remind students about due dates and where to find materials and assignments on the website. Summary: Some challenges have been discussed in this paper and through enhanced awareness of the theoretical and practical issues surrounding the implementation of blended learning in time of crises in higher education contexts, those who support faculty utilization can more effectively plan to address such issues. Knowing the challenges is an important starting point toward the goal of more universal blended learning usage in times of COVID-19.

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. For the purposes of this research, the definition of self-efficacy will be defined by Bandura (1977) as "the conviction that one can successfully execute the behavior required to produce the outcomes" (p. 193). Previous research explored self-efficacy and its effect on student performance, retention, and career aspirations (Bandura (1977); Schunk (1991); Schunk and Zimmerman (2012); Madonna and Philpot (2013); Turner-Henderson and Leary (2021). Schunk (1991) suggested that perceived control of the academic environment as a close variable related to one's self-efficacy. He posited that students with low self-efficacy were likely to believe that they did not have the requisite skills to accomplish academic tasks. Later Schunk and Zimmerman (2012) examined self-regulated learning as a variable that impacts self-efficacy. Social and emotional learning (SEL) is often seen as a critical component in education; it links academics to transferrable life skills. There are several studies that examine the role of social and emotional learning through the vehicles of self-efficacy, emotional intelligence, and Locus of Control including the works of Elias (2006), Wang et al. (2011), and Thompson et al. (2020). Research on cognitive behavior indicated that journaling positively impacted self-growth, critical thinking skills, and self-introspection (Fogarty and McTighe, 1993; Perkins et al.; 1990, and Clarke et al., 1993). One method of introspection is the use of written and oral journaling. Journaling is a tool that stimulates reflective thinking, stimulates creativity, critical self-analysis, and increases student engagement. The study's foundation is built on social cognitive and resiliency theories. The underlying premise of the social cognitive theory is that an individual's environment, personal characteristics, and behavior are reciprocally determined. A primary focus of social cognitive theory deals with self-efficacy or beliefs about one's ability to perform a specific behavior. Morales and Trotman (2011) defined academic resilience as "the process and results that are part of the life story of an individual who has been academically successful, despite obstacles" (p. 8). The research examines the resiliency of undergraduate business students' as they tackle upper-level research courses required for program completion. The research proposes the following questions: 1) What effect does a social and emotional learning have on business students' attitudes toward undergraduate research? 2) What effect does social and emotional learning have on academic motivation in undergraduate business students? The research sample includes students enrolled in fall 2020 research and capstone business courses at an Historically Black College & University (HBCU). This study applies a mixed method design that integrates Sherer's Self-Efficacy Scale, pre-post surveys, weekly video journaling and formative and summative assessments to understand the impact of social-emotional instructional practices on students' self-efficacy in undergraduate business research courses.

The Pedagogy of Corequisite Calculus at Appstate

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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. The Department of Mathematical Sciences at Appalachian State University has been engaged in the work of 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 practice session will share the foundational ideas for the support course structures including placement, course structure, and grading. Participants In this practice session

will interact with the various non-standard mathematics tasks utilized to increase student conceptual and procedural understanding of the concepts and skills in calculus. Coinciding with the various tasks will be a discussion of task implementation and the successes and challenges of working in a virtual setting.

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! Research on podcasting as pedagogy has focused on multiple avenues of how podcasting supports teaching and learning. Teacher scholars have investigated how teacher-created podcasts can support learning when used as supplementary course content or lectures, how students perceive podcasts as tools to review content and how commercially created podcasts can be integrated into the classroom to provide other perspectives and learning support (Ferrer, Lorenzetti, & Shaw, 2019; Hargett, 2018; Jim 絡 z-Castillo, S □hez-Fern □ez, &MarCarrillo, 2017; Palenque, 2016). While more limited, some research supports the use of student-created podcasts as projects. These projects can situate students as content creators within the classroom and their broader communities. "Through an emphasis on the contextual and dialogic dimensions of information and the knowledge production process [podcasting] prompts a constructivist or Freireian problem-based orientation towards learning" (Almeida, 2016 p.4). As such, pedagogical, curricular, and assessment strategies synergize with podcasting assignments to center student experiences and knowledge creation. This synergy nurtures a classroom culture where faculty and students jointly navigate power structures and explore the reason these power structures exist in classroom interactions and course work. During our session we will cover the full spectrum of podcasting for learning, specifically focusing on the options, logistics, and results of integrating podcasting into the classroom from a critical digital pedagogy lens (Almeida, 2016; Ferrer et al., 2019; Frieire, 2018; Stommel, Friend, Morris, 2020). In practice, podcasting projects can create equity and inclusion in the classroom through the pedagogical, curricular, and assessment choices. In our session we will review key aspects of the pedagogical decision-making process including group formation, structure of class time for podcast creation, and critical reflection in student learning (Almeida, 2016; Ferrer et.al., Palenque, 2016). Next, we will review curricular choices such as the intentional selection of work and resources (and dialogue) that amplifies voices that may be absent in traditional educational settings. As Hargett (2018) notes podcasts in particular can bring in narratives and real voices/experiences that traditional academic literature may silence or ignore. Using podcasts as course content and as a means of constructing new knowledge also allows students a space to focus more in-depth on specific topics and can promote deep learning and increase critical reflection, which improves student outcomes (Almedi, 2016; Pegrum, Bartle & Longnecker, 2014). Lastly, we will address key assessment choices that were integrated throughout the teaching and learning process (from the teacher and by the students). To achieve this goal, presenters will examine podcasting as a form of power sharing in student assessment through student-developed projects, opportunities for peer review, and as final exams/portfolio projects. Finally, we will present the material culture from our podcasting experiences. This includes access to ancillary materials like rubrics and course design materials. This will lead into our concluding open forum where attendees can discuss and plan how they might explore podcasting as an equity-minded pedagogical practice in their own teaching.

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. Background: Reflection permits the student to realize their knowledge deficits and inaccuracies resulting in modifications of future decisions and actions. Reflection supports assessment and self-evaluation to guide students to understand an experience, create higher level thinking, deeper experiential insight, and improve professional practice (Mahlanze & Sibiya, 2017; Naber & Markley, 2017). Reflective writing can be used effectively to assess and measure the progression of critical thinking skills (Carter et al., 2017). Using reflection improved critical thinking, decision-making skills, and self-awareness among registered nurses (RN) during and post clinical experiences. Nurses improved their abilities to formulate management strategies for their patients and demonstrate self-growth when they used reflective practice (Mahlanze & Sibiya, 2017; Naber & Markley, 2017). Billet, et al. (2018) identify reflective writing as a post-practicum educational exercise that enables students in the healthcare discipline to develop skills for coping in the workplace, enhance critical thinking, and improve clinical practice. Educators struggle with how best to apply, execute, and score reflective assignments (Naber & Markey, 2017). There is limited research associated with the use of reflective practice among NP and RN students to inform academic nurse educators how best to facilitate learning using reflection. Aims of this Research: The aims are to understand among graduate NPs and undergraduate RN students: (a) perceptions, (b) barriers and attitudes, (c) the preceptor's role, (d) reflective practice as a tool to assess learning outcomes in the clinical setting, and (e) the use of gender and reflection. Methods: A cross-sectional descriptive design was used to examine NPs and RN students' perceptions of reflective practice. This design facilitates examination of students' perceptions of reflection, and differences between the variables of reflection and gender using Gibbs (1988) Model of Reflective Practice. Sample: 106 NP students self-selected from a target population enrolled in the first and third semester clinical courses in the Adult Gerontological Nurse Practitioner Program that run simultaneously, and 140 undergraduate RN students enrolled in one of three semesters. Data Collection: The data was collected using a demographic questionnaire, a 31-item Reflection Questionnaire and one open-ended question. Analysis: Demographics, descriptive statistics, frequency, mean, standard deviation, t-test to compare critical thinking and decision making between gender was analyzed. Results: Using reflective practice, the NP students: (a) were encouraged to make a mindful attempt and learn from the experience at hand (b) viewed clinical situations from different perspectives, (c) were motivated to be self-directed learners, (d) identified their own learning needs, (e) gained responsibility and accountability and, (f) integrated theory into nursing practice. Using reflection triggered the use of analytical processing, supported critical thinking, and improved NP students' decision-making practices. No differences were found between critical thinking and decision making between gender. The RN students agreed reflection was a useful tool which enhanced decision-making skills, critical thinking, and ability to think analytically about their clinical performances. Conclusion: Reflective practice and feedback show evidence to be a beneficial tool to assist NP and RN students improve their critical thinking skills, decision making, reflection skills.

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. It would be difficult to find an online learning instructor who would say that they do not plan to effectively teach all of their students. Even with these good intentions, many are excluding students with specific characteristics, including disabilities that impact sight, hearing, mobility, learning, attention levels, social

interactions, and attendance. The topic of this presentation is particularly relevant because of the conversion of thousands of on-site courses to an online format in response to the pandemic, legal mandates for colleges and universities to make their courses accessible to students with disabilities, and heightened interest nationwide in addressing diversity and equity issues on postsecondary campuses and beyond. The good news is that there are established principles and evidence-based practices that, when applied proactively, lead to a course that is accessible to, usable by, and inclusive of students with a wide variety of characteristics that include disabilities. Principles include those that underpin universal design in general (Center for Universal Design. (n.d.)), Universal Design of Learning (UDL), and the Web Content Accessibility Guidelines (WCAG) principles is particularly suitable for addressing both technological and pedagogical aspects of online course curriculum and activities in order to ensure that students are offered multiple, accessible ways to gain knowledge, demonstrate understanding, and interact and minimize the need for additional disability-related accommodations for specific students. For example, a student with a learning disability engaging in a universally-designed online course may require extra time on an examination as determined by a campus disability services office. Many instructors who consider it important to address diversity and equity issues in their materials and instructional methods, lack the knowledge and skills to design a fully accessible and inclusive course. They also report little understanding of their obligations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and its 2008 Amendments when it comes to making their online learning courses accessible to students with disabilities. Procurement officers also struggle to encourage IT companies to make their products accessible to individuals with disabilities. The presenter will reveal how UD's proactive design practices can be integrated with best practices in the field of online learning design to create an inclusive course. She will share evidence-based practices for operationalizing UD principles into practices that are often easy to implement. The presenter will bring in perspectives and evidence-based practices from the field as she shares 20 evidence-based tips on how to deliver an online course that is accessible to all students, including those with disabilities (Burgstahler, 2020). Discussions will be facilitated to explore key issues related to campus adoption of practices that make online courses accessible to students with disabilities. The presenter will also share useful resources (e.g., Burgstahler & Thompson, 2019)--that include the Center for Universal Design in Education(CUDE), UDL on Campus, and the Center for Accessible Distance Learning (AccessDL)--and encourage participants to share resources as well.

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 session 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. The continual evolution of media and communications has made the use of multimodal assessment de rigeur in higher ed: faculty simply must be able to make use of multiple modes of assessment to fully engage students, assess their work, and prepare them for work in industry and beyond. While much of the existing work focuses on multimodal assessment - giving students multiple options for how they are assessed in order to give students agency, there is great value in making the entire learning experience multimodal. This presentation will explore approaches to multimodal learning design across three disciplines: math, writing, and history. It will emphasize practical approaches to creating lessons and assignment sequences that give students not only the chance to select the mode in which they will produce work, but to critically examine the appropriateness of different modes for different problems, tasks, and audiences. The presentation will include sample lessons, activities, assignments, and student work. To this end, the presentation itself will be multimodal.

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. 1-Introduction: Service-learning "[combines] learning goals and community service in ways that can enhance both student growth and the common good."^{1,2} Particularly in public health (PH) education, service-learning can enrich the curriculum and increase engagement.³⁻⁵ However, limited research has examined students and Special Olympics athletes (SOAs) in a service-learning context.⁶ This poster aims to: Describe how we integrated service-learning into a PH capstone course; o Explain how we sustained service-learning amidst COVID-19; and o Describe the impact of service-learning on students' learning outcomes. 2-Instructional Context: "Health Program Planning and Evaluation (HPPE)" is a 14-week PH capstone course. The objective is to teach undergraduate students about needs assessments, intervention design, and program evaluation. Motivated by the opening of an "inclusive" campus facility, which sought to engage SOAs, we added service-learning to the course by collaborating with Special Olympics to create "Fit Club" for students to develop, implement, and evaluate programs to improve SOAs' health. 3-Methods: *Teams: We designed the course to be team-oriented. To form optimal teams, students completed the Myers-Briggs Type Indicator and Kolb's Learning Style assessments. After reviewing these data, we carefully assigned 22 students to 4 teams. *Content: Weeks 1-7 included scaffolded lectures and assignments covering key HPPE concepts. Informal peer evaluations and reflections also occurred periodically. Since most students had never worked with SOAs, we introduced readings and invited guests to train students on coaching strategies, disability rights, etc. By week 7, teams incorporated needs assessment and literature review to develop evidence-based health interventions. *Service-learning: In Weeks 8-14, teams implemented Fit Club sessions and held specific roles. Welcome team helped SOAs sign-in/out. Planning/implementation team delivered the intervention. External evaluation team designed assessments and collected data. Backup team provided extra help. Roles also rotated weekly to let students experience different aspects of HPPE.

*COVID-19: The mid-semester outbreak necessitated teams to rapidly revise their implementation and evaluation plans to comply with social distancing and stay-at-home orders. Students created "e-Fit Club" and disseminated digital content to SOAs to sustain service-learning. 4-Findings: We used eight items from the Student Evaluation of Teaching Tool to assess how service-learning influenced students' learning experience.⁷ Each item included five options ranging from "Strongly Disagree" to "Strongly Agree." Example items included: The service-learning project...o Provided opportunity to reflect on personal values/beliefs o Saw ideas/perspectives apply to new experiences/situations o Helped me consider career options o Increased my understanding of diverse populations o Challenged me to understand relations of power. We also asked students three open-ended questions: o What did you learn from this experience? o What went well? o What would you have done differently, if given the opportunity? Most students found service-learning to be an impactful learning experience. Interestingly, slightly more students disagreed with the "helped me consider career options" item. Responses to open-ended questions also highlighted key lessons learned about working as a team, maintaining clear communication, managing unanticipated obstacles, serving individuals with intellectual disability, understanding health inequities, and leveraging technology to solve problems.

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. Nurse educators are continually challenged to incorporate technology and new pedagogical strategies in the clinical skills lab setting (Phillippi & Wyatt, 2011; Raman, 2015; Stone, Cooke, & Mitchell, 2020). Additionally, nurse educators are responsible for providing safe environments for students to learn and practice clinical skills necessary for safe and effective care of patients with complex health conditions. Insertion of a Foley catheter is a vital skill for clinical practice requiring effective aseptic and sterile techniques. During scheduled skills lab, instructors provided a formal demonstration of establishing and maintaining a sterile field, performing sterile gloving, adding items to a sterile field, inserting an indwelling urinary catheter, providing catheter care, and obtaining a specimen from an indwelling urinary catheter. Foley catheter insertion and removal were the skills chosen for video validation with a focus on maintaining aseptic and sterile techniques throughout the procedure. After formal demonstration by instructors, students selected no more than two peers per group for practice and were encouraged to request peer feedback on their progress of correctly performing Foley catheter insertion and removal. Instructors monitored peer practice, providing additional feedback. Students had two scheduled skills lab days, consisting of a four-hour block of time for each practice session. Additional open skills days for practice outside of class time were also available over a two-week period. Students were able to practice and record the Foley catheter insertion and removal skills as much as the students needed over this course of time. Each student group had access to the skill validation rubrics and recorded an individual validation as many times as desired. Students received informal feedback during this time from both peers and instructors. Each student then selected their desired video(s) to upload to the course learning management system for grading. Stipulations for the video(s) included the recording(s) to be completed in the lab environment, the video(s) were to be unedited, no prompting or cue cards were permitted, and the video(s) of insertion and removal of a Foley catheter could not exceed 20 minutes of combined time. Instructors were then given a two-week time frame to grade all recorded validations. Four instructors divided up the eighty-one videos. One of the instructors, (the course coordinator), reviewed all graded feedback to enhance the consistency of point deductions. Grades were then released to the students with written feedback. Students reported the utilization of technology and peer feedback positively enhanced learning. Faculty and students agreed integrating technology into a psychomotor skill validation was not without challenges and rewards. However, using smartphones to evaluate a psychomotor skill is one strategy to integrate technology, self-evaluation, and peer feedback into a clinical skills lab environment. Through this pedagogical strategy, nurse educators rise to the challenge of providing innovative and safe environments to enhance student success with clinical skills.

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 the successes and challenges of their education. Following the abrupt transition to online learning, in the spring of 2020, the AIGA Design Educators Community facilitated a virtual roundtable with Anne Berry, from

Cleveland State, and Penina Acayo Laker, from Washington University, on the Value of Design Education. Their initial discussion centered on two main questions: 1) What value do we provide as (design) educators? and 2) what are reasonable expectations to set for ourselves and our students, knowing that we can't (and shouldn't) recreate in-person experiences in an online format? Shortly after our roundtable, widespread national protests broke out in response to the deaths of George Floyd, Ahmaud Arbery, Breonna Taylor, and many others. The Black Lives Matter protest gained momentum, and, collectively, educators had renewed national interest in addressing diverse, equitable, and inclusive teaching practices that demand we respond by continuing to learn, grow, and push ourselves to ensure that we practice what we preach. Over the summer months, we (Anne Berry, Penina Acayo Laker, Kelly Walters, Rebecca Tegtmeyer, and I) developed the Value Design Education Pledge. Faculty could commit to the pledge online (using a Google Form) until September 15, 2020. We asked that they select one or two areas to focus on, from the following: 1) Commit to being anti-racist (by actively engaging and contributing to the current dialog and educating myself on systems of oppression), 2) Commit to upholding all (design) histories (by highlighting contributions from under-represented cultural and social groups and not just showcasing euro-centric successes), 3) Commit to distributing knowledge (by actively disseminating revised pedagogical methods with peers), 4) Commit to demonstrating impact (by defining and determining what impacts are present and documenting and sharing them), 5) Commit to creating culture (by giving students opportunities to engage and interact with each other in fun ways and facilitating activities in the online space that enables students to share their voices in a safe environment), and 6) Commit to promoting healthy student life experiences (by prioritizing and encouraging student mental health, reconsidering assumptions about student access to tools, resources, and opportunities--and by revisiting and analyzing syllabi and assignment practices). We also compiled resources to help support faculty in their commitments, and we will schedule a semester follow-up at the end of the year to gather information on successes and challenges. While the switch to virtual learning may be temporary, the experience has shifted our collective thinking about how we operate and how we might improve the experiences of students beyond the threat of public health crisis. Our pledge targeted design educators, but the content and concerns are relevant to all educators. Additionally, while we created a pledge focused on the most pressing issues of 2020, we plan on creating new commitments annually. Poster Questions: 1) What value do we provide as educators? 2) What are reasonable expectations to set for ourselves and our students, knowing that we can't (and shouldn't) recreate in-person experiences in an online format? 3) In what ways has your teaching shifted this year? Are any of those changes positive? How will this impact your teaching style when we return to in-person learning? 4) Each semester, do you stop and reflect on your teaching practices and how equitable and inclusive they are? (e.g. Do you modify your syllabi, do you create more inclusive projects and lectures, do you continually strive to do better each year)

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. The landscape of Education is changing. Teaching began using chalkboards and soon graduated to transparencies and overhead projectors. Then PowerPoint took root in colleges with slides projected from a computer onto a class room screen. With e-mail, video-conferencing, high-speed internet access, on-line legal libraries, and the like, education is quickly melding into a new shape. Universities must face the reality that many students can learn effectively outside the traditional classroom. A key resource for education is the written textbook. Over the years, textbooks are used as a study tool, but they never help in finishing the required readings. This is the age of videobooks. Legal education, in comparison with business schools, is moving into the area of on-line learning slowly and cautiously. Those years of experience in online education in the non-law college context puts colleges of law at a significant disadvantage. Not only do colleges of law need to play the catch-up game to meet

students' expectations, colleges of law must be good at it too, so they do not disappoint the seasoned online-education learner. Offering a successful online law class requires much more than simply taking the material from the conventional course and posting it on the Web. To be successful, the videobook needs to be interactive and dynamic. The solution is to offer a content that have a little bit of everything. The paper addresses the issue of using videobooks in the class as supplement to other materials. Next, the paper shifts to a discussion of the essential elements of using videobooks. It then addresses some of the challenges colleges face by introducing vidobook. Finally, I argue that colleges should adopt videobooks for some courses to meet the demand and expectations of students and capture the best of both computer-mediated and traditional legal education. There is no "if" about we use videobooks, only a "when." Colleges should be re-tooling to be relevant to the digital age. The legal education must ensure that it learns from the successes and failure of others and introduce really effective on-line legal education through use of videobooks.

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. Learning Outcomes: Participants will describe the challenges to delivering educational content to learners over multiple geographical locations. Participants will experience virtual teaching techniques and tools to engage learners. At the end of training, participants will extend content provided to problem solve some of their own dilemmas encountered in providing virtual learning to across multiple sites. Session Description: In the introduction of the session, participants will reflect upon and share challenges they have faced in providing training across multiple sites to groups of learners. Participants will receive information regarding some of the challenges faced in the delivery of curriculum by a behavioral health team for three family medicine clinics and how these challenges were met. For the heart of the session, participants will participate in using the technology employed to promote participant engagement. They will also experience how the use of breakout rooms can be used to allow for skills practice in small groups. The logistics of training and hints for engagement including agenda setting, facilitation guides and use of technology among others will be the main focus of the training. Pedagogical approaches included in the shared didactic were 1) knowledge acquisition through mini lecture/ pre-work and 2) skills practice in session to allow for knowledge application. Finally, the session concludes by sharing initial evaluation data and lessons learned by program developers which participants will be able to use in developing shared trainings across geographic locations.

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. In this time of rapid economic and social changes and challenges due to the COVID pandemic, program accreditation becomes much more important for programs competing for student enrollment in an environment of shrinking freshman candidates, reduced annual budgets, and credentialed faculty hiring challenges. State universities are not immune to these challenges as we move forward into the future. To

remain competitive, state universities need to move toward expanded marketing programs and student convenience through on-line learning to ensure economic survival in American Academia. Many colleges and universities are economically challenged by the current pandemic sure to affect their future budgets for at least the next few years. The American Council for Construction Education (ACCE) is a primary accrediting body for four-year construction education programs. ACCE requires that all accredited programs assess the ability of students to work in multidisciplinary teams. Student Learning Outcome (SLO) #9 requires students to "apply construction management skills as a member in a multidisciplinary team". This requirement has proven difficult for many ACCE programs to demonstrate compliance. In fact, ACCE may consider modifying this SLO in the near future due to the difficulty of documenting a methodology that demonstrates this SLO has been adequately assessed and that graduates of these programs can indeed function on multidisciplinary teams. 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. Students from both programs learn how to interact and work together on construction projects in a total team environment. All work is done in groups. Students are often surprised about project priorities their counterparts consider. More interesting is the faculty dynamics of a four-person or more team of faculty from both disciplines who themselves must work together effectively to provide an excellent learning experience for their students. This session will provide a description of accreditation requirements of the BCS program at MSU, the Building Construction Science program, the collaborative studios and the documentation of outcomes. The operation of the studios and the coordination required by faculty will be the primary subject of discussion.
