Excel@Teaching 2017

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Empowering
Student Learners

March 24 & 25, 2017
The University of Findlay
@ Winebrenner Theological Seminary

University of Findlay
Center for Teaching Excellence

WELCOME!

Welcome to Excel at Teaching: The Third Annual University of Findlay Teaching Conference sponsored by the Center for Teaching Excellence. The CTE has enjoyed the opportunity to participate in and support the growth and development of this event, as its goals of highlighting and celebrating best teaching practices in higher education are at the heart of the CTE's mission. The synergy created through the interaction of staff and of faculty members from each UF college in planning the symposium suggests an even greater synergy that will occur when we join together with our regional partners in March to focus on our most important endeavor as educators: teaching and learning.

Christine Denecker, Ph.D.
Director, Center for Teaching Excellence
Professor of English

The conference offers a unique opportunity for dialogue and for exploration of the innovative efforts of faculty and staff to empower students to engage in deep learning. In addition, the presentations and conference activities promise to strengthen each participant's commitment to "Excel at Teaching." Please join us for what promises to be an invigorating, inspiring, and motivating event!

Excel @ Teaching grew out of a shared idea that a platform was needed to showcase best teaching practices at the University of Findlay. Our teachers excel at teaching, and we wanted to celebrate those successes. Now in its third year, Excel @ Teaching continues to grow beyond those original aspirations. For 2017, we look forward to participation from the larger community of teachers and educators. The conference is designed to promote robust dialog about college teaching at all levels. It is intended as a place to exchange practical strategies and theoretical discussion so as to enhance our teaching and increase student learning. In line with this year's theme empowering student learners, Excel @ Teaching 2017 promises to offer diverse perspectives on how to encourage students to take control of their own learning and to create learning environments that motivate students. We hope those who attend the conference come away inspired and energized for the important work they do.

Sarah Fedirka, Ph.D.
Excel@Teaching 2017, Chair
Assistant Professor of English

Friday, March 24, 2016
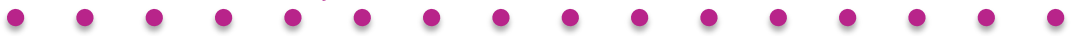
Workshop

3:00 – 4:00

Keynote Speaker:
Elizabeth Green, Author of New York Times bestseller
Building a Better Teacher Workshop
Shafer Library

Building a Better Teacher Workshop

We've all had great teachers who opened our minds, and maybe even changed our lives. But how can we make every teacher a "star" teacher? In this workshop, Elizabeth Green will discuss with participants practical strategies for improving pedagogical practices. Ms. Green will facilitate small group discussion to help those in attendance resolve current teaching challenges and to improve their effectiveness in the classroom.

Elizabeth Green
Author of New York Times bestseller
Building a Better Teacher

Saturday, March 25, 2016

7:45 – 8:15	Registration & Continental Breakfast Winebrenner Atrium, 1st Floor

8:15 – 9:45	Welcome & Keynote: Elizabeth Green Winebrenner TLB Auditorium

10:00 – 11:00

WTS 150	WTS 151	WTS 154
Panel A: Pedagogical Experiments with Primary Sources Buchanan; Phillips; Skaggs	Panel B: Using Technology to Reduce Barriers to Student Success Geise; Weaver, Koehler	Panel C: Connecting Community and Culture with Digital Storytelling M. Adams, K. Adams, Ferris

11:15 – 12:45	Poster Session & Lunch Winebrenner TLB Auditorium Burkart, Surwiec; Burnside, Ferris; Denecker; Osborne, Kraut; Walling

1:00 – 2:00

WTS 150	WTS 151	WTS 154
Panel D: Personalizing Student Assignments with MyMathLab and Test Gen August, Berg	Panel E: The Sophia Project: An Experimental Curriculum Koolage, Clevenger, Chase, Williams	Panel F: Experiments to Engage Classroom Conversation Louden-Hanes; Lanzendorfer

2:15 – 3:15

WTS 150	WTS 151	WTS 154
Panel G Engagement through Collaboration Buddelmeyer, Best; George, Sakemiller	Panel H: Engaging Non-Traditional Students Lockard; Baer, Moser	Panel I: Mentoring Undergraduate Research Diederich, Fedirka, Mata

3:15	Closing Reception & Door Prizes (Must be present to win) Winebrenner Atrium, 1st Floor

Saturday, March 25, 2016

7:45 – 8:15

Registration & Continental Breakfast
Atrium, Winebrenner Theological Seminary (WTS)

Welcome & Keynote

8:15 – 9:45

Keynote Speaker:
Elizabeth Green, Author of New York Times bestseller
Building a Better Teacher
Winebrenner, TLB

Building a Better Teacher: How Teaching Works (and How to Teach It to Everyone)

Everyone agrees that a great teacher can have an enormous impact. Yet we still don't know what, precisely, makes a teacher great. Is it a matter of natural-born charisma? Or does great teaching require something more? In this talk, Elizabeth Green introduces a new generation of educators who are revealing the hidden science behind their art. A former principal studies the country's best teachers and discovers a common set of techniques to help children pay attention. Two math teachers videotape a year of lessons and develop a new approach that has nine-year-olds writing sophisticated mathematical proofs. Through their stories—and the hilarious and heartbreaking theater that unfolds between children and teachers every day—Green examines the dynamics of truly effective teaching. Exploring the astonishingly diverse skills exceptional teachers must develop, she provides a new way for teachers, parents, and policymakers to judge what is needed in the classroom—and considers how to make every teacher great.

Elizabeth Green
Author of New York Times bestseller
Building a Better Teacher

Track 1

Panel A
WTS 150
Chair: Andrew Whitis

Pedagogical Experiments with Primary Sources

10:00 – 11:00

Clio and Rosie: Using Oral History to Teach Introduction to History

Buchanan

The Traveling Rare Bible Petting Zoo: Teaching with Rare Books in an Undergraduate Biblical Literature Course

Phillips

Empowering Students Through the Use of Primary Research Literature in Undergraduate Biology Classes

Skaggs

Panel B
WTS 151
Chair: Allison Baer

Using Technology to Reduce Barriers to Student Success

10:00 – 11:00

Using Office Mix to Improve Asynchronous Course Delivery

Geise

Can You Create a Virtual Intercultural Experience Consulting on a Patient Case?

Weaver, Koehler

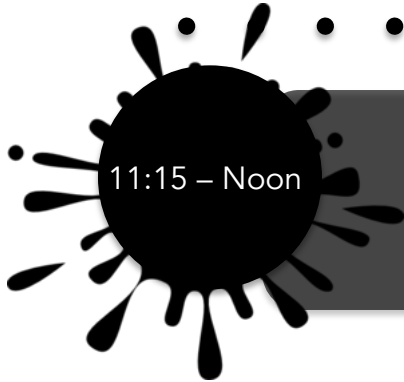## Panel C
WTS 154
Chair: Chris Denecker

Connecting Community and Culture with Digital Storytelling

10:00 – 11:00

Connecting Culture and Community: Using a Digital Storytelling Approach

M. Adams, K. Adams, Ferris

Poster Session

Poster Session
Winebrenner TLB Auditorium

Real Life Longitudinal Case: An Exercise in Applying Patient Care Skills

Burkart, Surowiec

Empowering Students Through the Freedom of Constrained ChoicesBurnside, Burnside, Ferris

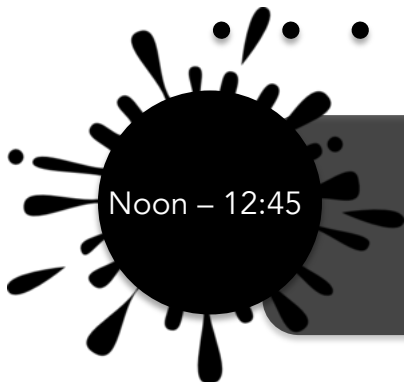## More than a Night at the Museum

Denecker

Course Design Made Easi-er with UF's Online Course Template

Osborne, Kraut

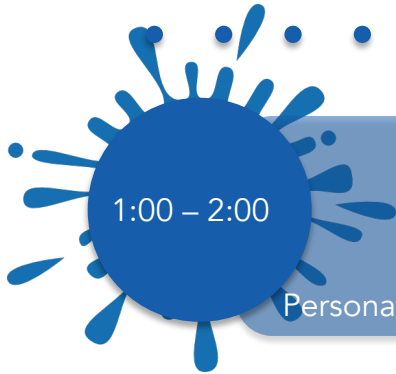## Embolden Graduate Students to Teach with Technology

Walling

Lunch

Noon – 12:45
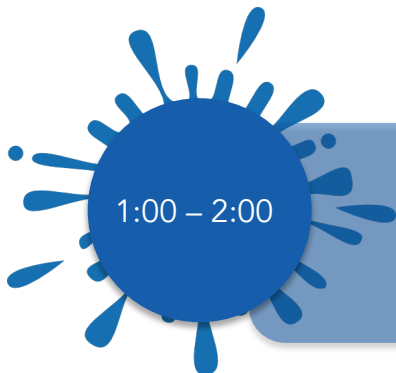
Lunch
Winebrenner TLB Auditorium

Track 2

1:00 – 2:00

Panel D
WTS 150
Chair: Helen Schneider

Personalizing Student Assignments with MyMathLab and TestGen

Using MyMathLab and TestGen to Personalize Student Homework and Assessments
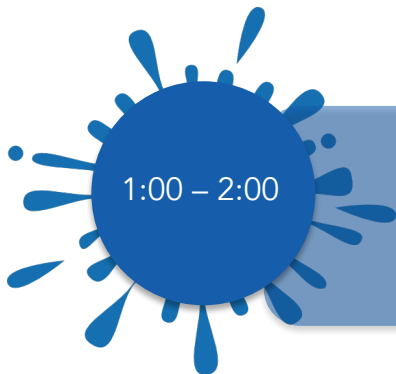
August, Berg

1:00 – 2:00

Panel E
WTS 151
Chair: Allison Kiefner-Burmeister

The Sophia Project: An Experimental Curriculum

The Sophia Project: An Experimental Curriculum

Koolage, Clevenger, Chase, Williams

1:00 – 2:00

Panel F
Davis 1129
Chair: Andrew Hvizdos

Experiments to Engage Classroom Conversations

Experiencing Engaged Conversation in the Classroom: A Study of Class Participation

Louden-Hanes

To Flip or Not To Flip: On the Effectiveness of Flipping English 330: Shakespeare

Lanzendorfer

Track 3

Panel G
WTS 150
Chair: Lindsey Buddelmeyer

Engagement through Collaboration

Collaboration Elaboration: Student Engagement Without Borders

Buddelmeyer, Best

An Interdisciplinary Learning Experience: Home Adaptive Equipment Activity

George, Sakemiller

Panel H
WTS 151
Chair: Allison Baer

Engaging Non-Traditional Students

Third Agers: A "Hands-on" Demographic

Lockard

The Intercultural Developing Coaching Initiative: Lessons Learned from UF Faculty and Staff

Baer, Moser

Panel I
WTS 154
Chair: Andrew Whitis

Mentoring Undergraduate Research

Mentoring Undergraduate Research: Active Learning Outside of the Classroom

Diederich, Fedirka, Mata

Closing Reception

3:15   Closing Reception & Door Prizes (Must be present to win)

Winebrenner Atrium

Presentation Abstracts

Panel A
Elizabeth Buchanan
Clio and Rosie: Using Oral History to Teach Introduction to History

One of the most difficult aspects of the Introduction to History course at the University of Findlay is that it attracts a wide range of skill levels and interest. Students range from freshmen in a science or health professions major to seniors in Integrated Social Studies in Education or History. Many take the course as a general education requirement. Others take it as part of their major studies. This year I tried an oral history project to teach the fundamentals of history by enabling the students to do some original research. The project was entitled: 'Rosie and her Sisters,' and it looked at women's employment from 1940 to 1955, using the lens of contemporary newspaper and magazine articles, followed up with oral interviews from women who worked in that period. In summary, the project called for researching national and local newspaper articles and women's magazine articles from 1940 to 1955, and using that information plus basic Census Bureau statistics to write a research paper. The focus was deliberately on primary sources rather than secondary sources to encourage the students to make their own observations. Following the paper, and with training in interview techniques and using camera recording equipment, the students interviewed women who worked during the period of 1940 to 1955. They then prepared posters illustrating their narrative about what they learned from the articles, statistics and interviews, and presented the posters publicly. Although I will make changes for the next time that I teach this class, it was successful in allowing the students to learn the fundamentals of history through experiential learning. The oral interviews were the most popular part of the class, and the student consensus was they learned much more from doing history than they would have by reading about it.

Presentation Abstracts

Panel A
Carrie Phillips
The Traveling Rare Bible Petting Zoo: Teaching with Rare Books in an Undergraduate Biblical Literature Course

The invitation to speak to students in an undergraduate Biblical literature lecture course inspired one special collections librarian to weigh the risks and rewards of creating a hands-on classroom experience, placing examples of 18th century and older Bibles from the institution's special collections into the hands of students.

The professor of record for Bluffton University's fall 2016 offerings of Introduction to Biblical Worldview sought out the special collections librarian to guest-lecture, to introduce students to a selection of the rare Bibles from the university library's special collections. Course content had exposed the students to the concept of a "canon" and had provided an introduction to the structure and contents of Bibles over time. While considering options for a show-and-tell presentation to the class of 40-45 students, the librarian struggled to settle on an engaging and memorable approach. Could a hands-on experience be possible?

After consulting with the professor and with colleagues in archives and special collections at other institutions, the librarian was encouraged to design an activity in which small groups of students would each examine a large folio- or quarto- sized Bible from the library's special collections under controlled, guided conditions. First, simple handling practices were demonstrated by the librarian. Then the librarian distributed a Bible to each group, along with a worksheet of questions to guide the students' study. After each group completed their examination, photographs of each Bible were shown using the classroom's projection equipment, and each group was invited to share their findings to the class.

Reactions to this pedagogical experiment seemed overwhelmingly positive. Students were engaged and audibly acknowledged their interest: "this is so cool!" The librarian was pleased with the outcome; while some minor changes could be made, this trial classroom experience using rare books seems to have been successful.

Presentation Abstracts

Panel A
Kaia Skaggs
Empowering Students Through the Use of Primary Research Literature in Undergraduate Biology Classes

Undergraduate science classes often utilize textbooks as a primary teaching platform. These present a large amount of dense information that indeed is an important foundation of student knowledge in a field of study. However, students are often left with the assumption that knowledge, as contained in the text, is fixed and static rather than dynamic and evolving as is the case in many scientific fields. In addition, students do not acquire skill in reading, understanding, and interpreting the primary research literature when it is presented and summarized for them in texts. The rate of discovery in science is expanding at an ever-increasing pace and students will constantly be exposed to new information and a changing state-of-the-art throughout their careers. The AAAS Vision and Change in Undergraduate Education report (AAAS 2011) suggests that science students, in addition to learning content, need to develop core competencies or skills important for being a successful scientist, including the ability to apply the process of science.

This presentation will discuss the process and impact of including current primary research literature in a cell biology course. Over the course of a semester, students are exposed to current research articles related to the topics under study. Initially they work in groups on articles selected and assigned by the instructor, progressing by the end of the course to the selection and independent analysis of a current research article on any area of cell biology of interest to them. Examinations cover both content and associated primary literature. Students express a greater appreciation for the dynamic nature of the field and an increased awareness of the relevance of the content covered for their career goals, as well as acquiring skill in analysis and understanding of the application of scientific research methodologies to current problems in the field.

Presentation Abstracts

Panel B
WTS 151
Geise; Weaver, Koehler
Using Technology to Reduce Barriers to Student Success

Panel B
Mary Jo Geise
Using Office Mix to Improve Asynchronous Course Delivery

Ever wonder how much time students spend reviewing posted lectures? How much did your students learn from these lectures? In a series of surveys funded by the Sloan Consortium between 2002 and 2012, 89% of academic leaders cite lack of student discipline as a barrier for success in online learning (Allen & Seaman, 2013). Despite the fact that not all students are successful in online learning, an increasing number of students seek online alternatives to better meet the needs of increasingly busy schedules.

This presentation will show how Office Mix can turn PowerPoint presentations into interactive lessons. Voice, video and digital ink can be easily added to presentations. Quizzes can be embedded in the presentation to see how well students are grasping the material. Assessment reports show how much time each student spends on individual slides as well as the scores received on the embedded quiz assessments. This software is relatively easy to use and can be utilized for a flipped classroom, hybrid delivery or full asynchronous delivery. I utilized Office Mix last summer for asynchronous delivery in my online CSCI 150 class. The lectures were much easier to construct using Office Mix than Blackboard Collaborate. It was easy to replace one slide that needed updated rather than starting from the beginning as one would have had to do in a Collaborate recording. Students responded favorably to the Office Mix environment and it was easy to correlate student effort with grades. Links to the lectures were provided for the students on Blackboard and students were able to playback the recordings using a device of their choice.

Presentation Abstracts

Panel B
Jean Weaver, Brandon Koehler
Can You Create a Virtual Intercultural Experience Consulting on a Patient Case?

As we live in a globalized society, students of physical therapy must be exposed to opportunities for developing intercultural competence. This need for intercultural competence amongst physical therapists becomes a challenge to course instructors as not all faculty and students have the financial means to travel to foreign lands during graduate courses. How can you provide a learning experience for physical therapy students in an United States classroom, which challenges the students' cultural knowledge, intercultural sensitivity and openness to others? Would creating a virtual intercultural experience consulting on a patient case provide the desired opportunity? University of Findlay faculty developed an online Skype session for physical therapy students to discuss a patient case with Haitian physical therapy students. An assessment of the Skype session's impact on cultural knowledge, intercultural sensitivity, and openness to others was conducted amongst University of Findlay Traditional and Weekend Bridge Doctor of Physical Therapy students as well as Haitian physical therapy students. Students expressed a desire to learn more about the opposing culture, were surprised by the differing resources available, and wanted further opportunities to share information and learn from each other. A virtual patient case discussion does provide a forum for unique intercultural exchanges.

Presentation Abstracts

Panel C
WTS 154
M. Adams, K. Adams, Ferris
Connecting Community and Culture with Digital Storytelling
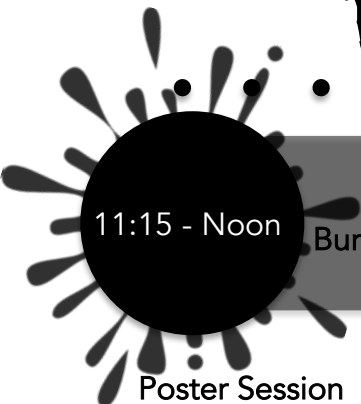
Panel C
Megan Adams, Kyle Adams, Harley Ferris
Connecting Culture and Community: Using a Digital Storytelling Approach

Digital stories are stories that combine multiple modes of media (video, images, sound) to create media-rich, emotionally compelling stories for a variety of educational, archival, activist, and humanities-based purposes. This panel will work to overview how undergraduate and graduate students at The University of Findlay are incorporating digital storytelling into curriculum as well as discuss rationale and preliminary plans for the development of a local digital storytelling center. In each presentation, we work to describe methodology and methods, which we've adapted from the StoryCenter, an organization that is well-established across the world. Those working at StoryCenter describe their work as reflective practice, a professional development tool, a pedagogical strategy, and as a vehicle for education, community mobilization, and advocacy. Each of these interactive presentations are designed to educate audiences about the ways they might incorporate digital storytelling (audio and video driven) into pedagogy across disciplines as well as to invite feedback on projects and the proposed community-based digital storytelling center.

Speaker One's presentation will explain the philosophies grounding digital storytelling and the proposal for a community-based digital storytelling center in Findlay. Building on the information presented by Speaker One regarding digital storytelling methodologies, Speaker Two's presentation will feature an explanation of how to apply digital storytelling methods in a classroom context. Using student sample presentations, reflections, and course materials, Speaker Two outlines how digital storytelling provides students with opportunities to compose meaningful digital video projects that challenge them to think deeply about communities, cultures, and contexts as they learn technological and rhetorical skills. Speaker Three's presentation uses audio-based digital stories to demonstrate the rich affordances of studying spoken texts, highlighting both the intentional and accidental ways the voice conveys and reveals that which the written word hides. He then will discuss instructional strategies for the creation and study of digital stories to enhance students' awareness of these rhetorical elements of inquiry and interpretation.

Poster Abstracts

Poster Session
Winebrenner TLB Auditorium
Burkart, Surowiec; Burnside, Ferris; Denecker; Osborne, Kraut; Walling

Poster Session
Tim Burkart, Suzanne Surwiec
Real Life Longitudinal Case: An Exercise in Applying Patient Care Skills

Experiential learning is included as part of the Big 8 Strategic Goals of the University of Findlay and an integral part of creating meaningful lives and productive careers. The College of Pharmacy includes a large part of experiential education within the curriculum but much of this takes place off campus in various healthcare settings. Many experiences can also take place in the classroom and still have very real-world applications. In PHAR 410/510 – Anticoagulation Management, a new course initially offered in the spring of 2016, students are introduced to a real-life patient who is currently taking an anticoagulant medication that requires constant monitoring at a minimum of every 2 weeks. The patient comes into class early in the semester to discuss the patient experience of being on this medication and having continual routine monitoring. Then, the patient walks the students through what it is like to perform lab testing for this medication. The patient also kindly answers questions from the class regarding this experience. Importantly, the patient has agreed to share follow-up laboratory tests throughout the semester with the class so the students can follow the trends and make recommendations regarding patient management and medication dosing. All of this is done under the guidance of the course coordinators, both pharmacists with years of anticoagulation management experience. This allows the students to practice the continually growing field of anticoagulation management which will provide them with skills to better take care of their patients as healthcare professionals.

Poster Abstracts

Poster Session
Elkie Burnside, Harley Ferris

Empowering Students Through the Freedom of Constrained Choices

Acting on research and anecdotal evidence about student motivation, instructors commonly grant students freedom of choice in selecting and creating classroom projects. However, as many instructors know, this approach can backfire by overwhelming both students and instructors by the available options, and it can sometimes leave students unable to successfully complete projects that align with course outcomes. These issues are further complicated by the increased demand to incorporate digital technologies into student projects.

This instructional practice underpins the central question explored in this presentation: How do we offer choices that empower student learners to create successful and meaningful projects?

This interactive digital poster will both demonstrate and explore ways to provide productive boundaries (also referred to as constrained choices) in order to work toward answering this query. Presenters will identify instructional frameworks for offering choices within defined boundaries in student projects, including choices for genre, mode, medium, scale, and topic. The poster will also provide language for articulating creative constraints in assignments that foster, rather than stifle, student exploration and creativity.

Session participants will discover strategies for setting classroom goals that increase student motivation by explicitly linking productive boundaries with course outcomes. The significance of this presentation lies in encouraging instructors to try both new instructional methods (productive boundaries in student assignments) and the use of digital technologies in the classroom (student choice in project medium and delivery).Elkie

Poster Abstracts

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Poster Session
Christine Denecker
More than a Night at the Museum

This poster presentation details a collaborative project between the University of Findlay's Master of Rhetoric and Writing Program and the Hancock County Historical Museum. Best practices in pedagogical and rhetorical theory suggest that when students integrate their rhetorical studies with primary source investigation, the result is students' increased sense of belonging within the academic community. (Glenn, 2002; Marsee & Davies-Wilson, 2010). Furthermore, students grow their abilities to "synthesize text, artifacts, and other visual images to explain and analyze a topic" (Marsee and Davies-Wilson, 2010).

Through the Night at the Museum project, students in ENGL 505 Contemporary Rhetorical Theory apply concepts learned in class to artifacts that are housed within the museum's archives. The students then present their findings at an open forum at the museum at the end of the semester. The result has been a Burkean investigation into the work of local blacksmiths, a rhetorical analysis of the Findlay Masonic lodge, feminist perspectives on area prostitution during Findlay's gas and oil boom, and more. These projects have then evolved into local and regional conference presentations as well as master's thesis topics.

Damon Osborne, Carolyn Kraut
Course Design made Easi-er with UF's Online Course Template

The purpose of this digital poster session is to highlight the benefits of using UF's Online Course Template for Blackboard to streamline course design.

Research suggests there's a correlation between clear, consistent navigation and student satisfaction in online courses. When a course is designed well, students can focus on what really matters - learning. Following our template removes several technical elements of course design from the instructor's purview, which means they have more time to focus on creating meaningful learning opportunities.

UF's Online Course Template aligns with the Quality Matters rubric and industry standards. The course menu has been stripped down to the essentials and "helper text" provides guidance on how course goals and information can be communicated. Instructors also have access to a sample module, serving as a blueprint for a well thought out lesson from start to finish. The UF Online team keeps the template up to date so the newest version is placed into all new Blackboard course creations each semester.

Participants of this poster session will have the opportunity to click through the template and ask the online instructional designer for advice.

Poster Session
Emily Walling
Embolden Graduate Students to Teach with Technology

When undergraduate students have questions or problems after class or right after receiving an assignment, the first action they might take is to email the instructor. As a graduate student, I also admit I do this to my instructors. Some of the students might email their instructor about the same issue, causing the instructor to respond about the same issue multiple times. This is time consuming; to a graduate student teaching a course for the first time, the bombardment of the same question might become overwhelming and create a sense of teaching failure. When multiple students contact the instructor about the same question or problem, the instructor might wonder if he/she didn't cover the material well enough in class.

My digital poster will show a video explaining how graduate students can use the learning glass and One Button Studios to follow up to a question or problem undergraduate students had during a previous class. After creating follow-up videos, the graduate students can upload them to YouTube and post to Blackboard (or the respective learning management system). My digital poster is intended to be about five minutes long, and I will walk through how to use the One Button Studios and why graduate students benefit from creating videos in these rooms for their courses. The One Button Studios provide an easy way for graduate students to learn how to use a new piece of technology to teach undergraduate students. By empowering graduate students to use the technology, they will have a better sense of using technology for their courses (especially online courses).

Showing graduate students the effectiveness and enjoyment of the learning glass and One Button Studios helps them prepare for teaching in an online environment. The studios offer an easy, visual way to follow up with students after a class provides guidance on how course goals and information can be communicated. Instructors also have access to a sample module, serving as a blueprint for a well thought out lesson from start to finish. The UF Online team keeps the template up to date so the newest version is placed into all new Blackboard course creations each semester.

Presentation Abstracts

Panel D
Katie August, David Berg
Using MyMathLab and TestGen to Personalize Student Homework and Assessments

MyMathLab and TestGen are two software programs that are available to instructors with the adoption of a Pearson textbook. These programs offer many rich features that are often overlooked. In this session, we would like to share several interesting tips and tricks that we have learned over the years while using these programs. We will mostly use examples from math and science, but the techniques should be easily adaptable for other areas of interest as well. Our goal in sharing this information is to enrich the education of the students while easing the burden on the instructors.

MyMathLab Overview and Course Creation
MyMathLab's features boost student engagement and relevance and are uniquely suited to deliver clear learning gains and help you and your students break through to better results. In this session we will discuss a brief overview of the online learning platform and its functionality to help students reach their potential. Starting with the instructor experience, we will discuss the option we have for creating a course, designing assignments, and the type of assignments you can create to fit your course. Instructors have the option to create "standard" courses or "coordinator" courses. (The coordinator course setting may be helpful for those that involve many sections taught by different instructors or for a single instructor who is teaching multiple sections of a course. This ability allows the coordinator to dictate assignments and settings for any member courses so that all sections are consistent.) Once a course is created, instructors will be able to create assignments specifically targeting the learning outcomes the students will be responsible for mastering. Assignments within MyMathLab give students answer-specific feedback that truly coaches them to the correct answer and understanding of the problem. These assignments give the instructor the ability to choose author specific questions as well as those from our other texts. Once an assignment has been built, MyMathLab also allows instructors to add or remove student learning aids at the question-level, giving instructors a true view of their students' progress. If interested in creating personalized online learning, instructors can also use the adaptive Study Plan, Integrated Review, or Personalized Homework to allow students to target their learning to truly master the material. This session will help scratch the surface of the robust online learning and diagnostic platform, MyMathLab.

Panel D
MyMathLab (continued)
Adaptive Technology in MyMathLab

Are you wondering if there is a way that you can add some personalization to your homework assignments to better meet the needs of individual students? In this session we will discuss several types of Adaptive learning resources that are built into MyMathLab, giving you the flexibility to incorporate the style and approach that best suit your course structure and students' needs. MyMathLab can personalize homework assignments for students based on their performance on a test or quiz. This way, students can focus on just the topics they have not yet mastered. MyMathLab's adaptive study plan acts as a personal tutor, updating in real-time based on student performance throughout the course to provide personalized recommendations for practice. With the new Companion Study Plan Assignments you can now assign the Study Plan as a prerequisite to a test or quiz, guiding students through the concepts they need to master. MyMathLab with Integrated Review courses—available for Developmental Mathematics through Calculus—can be used for just-in-time prerequisite review or for co-requisite courses at the chapter-level. These courses provide videos on review topics, along with pre-made, assignable skill-review quizzes and personalized homework assignments integrated throughout your regular MyMathLab course content to help students build a strong foundation for upcoming content. Instructors can choose to make Skill Builder exercises available within MyMathLab and MyStatLab homework assignments to give students just-in-time adaptive practice. When students are struggling with their assigned homework additional adaptive exercises are provided that help each student improve their skills until they are able to complete the assignment. The adaptive engine tracks each student's performance and delivers questions to each individual that adapt to his or her level of understanding. This new feature allows instructors to assign fewer questions for homework, allowing students to complete as many or as few questions as needed.

Panel D
MyMathLab (continued)
Using TestGen Effectively

Are you looking for a way to make test writing easier, but still allow you to keep it personalized so that you are sure to cover every detail that is important to you?

When I first began using a test generator, I was amazed at how easy it was to drag and drop questions to create an exam. However, I quickly realized that the test questions available gave very little variety and I felt that in some cases, the questions did not give much insight as to how well my students knew the information. So, my goal over the past couple years has been to figure out how to use TestGen to my advantage. Many times, I will use TestGen to produce some key information for a question, such as diverse situations for a variety of majors with numbers that would be suitable for the given situation. But, the next step for me is to adapt the question to give me insight into the student's level of understanding. For instance, I can easily add sub-questions to develop the problem into multiple parts. Another technique that I sometimes use is to work backwards. I might use an answer that was provided in TestGen, and then ask the students to give me an explanation of the scenario that fits. (For example, I might give them a graph, and then ask "What is the equation that is graphed?") One of the benefits of using TestGen is that I am able to keep a level of consistency between multiple versions of each exam and I can easily cut or add questions and TestGen keeps the questions re-numbered correctly.

1:00 – 2:00

Panel E
William John Koolage, Danielle Clevenger, Taylor Chase, Lauren Williams
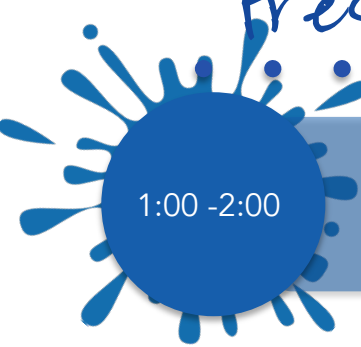*The Sophia Project: An Experimental Curriculum*

We have built an experimental curriculum in collaboration with our university's Honors College, Student Success Center, and various faculty, that highlights several important teaching and learning ideas.

The American Association of Colleges and University's Liberal Education and America's Promise Project represent a sustained effort to bring assessment ideas and common language for assessing pedagogies to scholars of teaching and learning. Our experimental curriculum uses the AAC&U lifelong learning VALUE rubric to (a) build activities for our learners and (b) assess the curriculum. More importantly, however, our core curriculum aims to make clear to our learners the AAC&U's account of High Impact Practices. This aim has two highly desirable sub-outcomes: (1) it creates a preference for High Impact Practices on campus, and (2) it communicates the value of High Impact Practices directly to students, an understanding that has already been of great value to teachers.

Our curriculum also highlights valuable skills and ideas from our home discipline of philosophy. These ideas include fallibilism, degrees of justification, concepts of social justice, and assessment of arguments and knowledge. Our hypothesis is that an understanding of these ideas, combined with a clear understanding High Impact Practices, would produce both (a) outcomes related to lifelong learning and (b) stronger students. In addition to our use of the aforementioned VALUE rubric, we have designed a questionnaire aimed at testing our hypothesis. While we will not have quantitative results by the time of the conference, we will have anecdotal evidence.
Finally, the curriculum's delivery, including lesson planning, was done by a graduate student and several undergraduate facilitators, outside the classroom. As a result, the experimental curriculum is itself a High Impact Practice, as it is a learning beyond the classroom activity, including incentives for presentation of research related to the curriculum's core concepts.

1:00 -2:00

Panel F
WTS 154
Louden-Hanes; Lanzendorfer
Experiments to Engage Classroom Conversations

Panel F
Marie Louden-Hanes

Experiencing Engaged Conversation in the Classroom: A Study of Class Participation

In-depth conversation and full, rich dialogue in the Art 100, Art Appreciation classroom is a richly rewarding experience – for the professor but especially for the students. Art 100 is a general education course in the fine arts in which students from all majors are invited to fill the rosters. Multiple sections of this course are offered each semester – and all sections fill to capacity. We taught four classes of 31 students each Fall 2016. Rosters are full spring 2017. The course is open to students from all majors except, of course, students majoring in the visual arts. Future veterinarians, strength and conditioning experts, equine trainers, business executives, criminal investigators, nuclear medicine personnel and, in addition fall semester 2016, two future nurses helped fill one of the sections. Two countries were represented and from the Kingdom of Saudi Arabia four students contributed fresh insight to the Great Mosque and to Alhambra and places in the Middle East, Egypt and to other areas in Northern Africa. Multiple ways were tried for encouraging continued conversation and for the sharing of treasured personal insights. By mid-semester, chatter was still at a basic minimum. And then, in November, we stepped out of historical sequence and in celebration of our Veterans, we studied Maya Lin's Vietnam Wall. Two videos were shown during the class. The first related the story of the Yale student who entered a blind-reviewed contest and won. We eavesdropped in the second video as a park ranger talked with Boy Scouts about The Wall. The videos personally touched the lives of several students; and, the videos reached everyone at some level. The video was the first step, their note taking was the second step. The final steps of how we reached in-depth conversation and full, rich dialogue will be shared during this session.

Panel F
Judith Lanzendorfer
To Flip or Not to Flip: On the Effectiveness of Flipping English 330: Shakespeare

This presentation focuses on two "flipped" literature classes—English 335: Early British Literature and English 330: Shakespeare--in Fall 2016 and Spring 2017. In English 335, background information on time periods/texts were presented via Blackboard Collaborate Ultra and were listened to outside of class. These sessions were an experiment to determine if listening to contextual lectures outside of class would provide more time for higher order discussion in class, or if contextual information would still need to be repeated during face-to-face class time. Flipping the class had the desired effect, with students' understanding basic contextual information, leaving more time for higher order discussion.
To continue this experiment, background materials in English 330, Spring 2017, will be moved to a flipped format. Flipped materials will include information on, but not limited to, the Early Modern Period, early theatre, and individual play backgrounds. In addition to this content, students will be able to watch fun Youtube videos (like the "finger puppet Shakespeare" series) to help clarify any issues with plot before coming to class for discussion.

The focus of this presentation will be, after two semesters of use, how a flipped format affects learning in an upper-division literature class. Questions that will be answered include:

1. How does lecture outside of class help/hinder students' understanding of basic contextual information?

2. How does basic content presented outside of the class impact higher-order discussion during class time?

3. How does the integration of non-traditional teaching techniques effect the students' choice of/approach to final projects?

4. Does the time, effort, etc. that it takes to flip a class have enough of an impact to continue to engage in this activity?

5. What are ways that flipping the class can be modified in the future to be more useful to students?

Presentation Abstracts

Panel G
WTS 150
Buddelmeyer, Best; George, Sakemiller
Engagement through Collaboration

Panel G
Lindsey Buddelmeyer, Ann Best
Collaboration Elaboration: Student Engagement Without Borders

Health care professionals are a part of a team working to serve patients and families facing disease and or impairment. Given this role, it is critical to provide health care students with opportunities to better understand the role of various team members. Hence, the evolution of this collaborative partnership between The University of Findlay and Rhodes State College was born. A central goal for our students being to empower one another to better understand each other's distinct role on the care team.

This presentation will examine the opportunity to embed inter and intra professional collaborative experiences between students of different academic experiences and career goals into a course. The current literature and our programs' evidence related to the teaching of professional collaboration will be discussed. Evidence specific to the characteristics of collaboration that improve versus hinder patient care will be examined and discussed (Bainbridge et al, 2015; Melby, Brattheim, & Helles, 2015; Reeves et al, 2015), and the participants will be polled for anecdotal findings from personal experiences. Tools to design, implement and execute a collaborative project will be shared, as will be, on-line venues and technology that facilitate collaboration and examples of projects that require sharing and distribution of collaborative work (Robben et al, 2012; Scheerer, 2002). Participants are encouraged to bring their devices that connect to the internet to experience some of the technology tools that have enhanced the collaborative experiences for our students. Guided discovery strategies of mentoring and modeling professional communication for effective inter/intra professional collaboration will be addressed and costs versus benefits of these strategies will be shared. Participants will leave with ready-to-use "live" learning opportunities for students to develop professional relationship-building skills.

Panel G
Deborah George, Lisa Sakemiller
An Interdisciplinary Learning Experience: Home Adaptive Equipment Activity

An interdisciplinary learning experience is one in which two or more disciplines collaborate throughout all phases of the experience with the goal of fostering interactions that enhance the practice of each discipline. Such a learning experience is based on mutual understanding, united skills, and respect for the actual and potential contributions of the disciplines. The home adaptive equipment activity is one learning experience, which facilitates an opportunity for Occupational Therapy (OT) students and Physical Therapy (PT) students to interact as respectful, contributing team members.

Under the guidance of the OT instructor, the experience was initiated with the OT students creating mini-teaching modules, regarding the use of various home adaptive aids and low tech rehabilitation technology for each room of a home. The OT students were asked to construct the teaching modules considering the PT student's perspective and to promote an understanding of OT/PT shared roles in client interventions in future practice.

The second phase involved the roll out of a video case to the PT students. The video case was an assessment of a wheelchair user, who was coming to live with her grandchild, the PT student. The PT students were informed that their "grandmother" was going to be discharged to their home, without any equipment and only with Medicaid funds. This scenario meant that there was a need to adapt their physical environment and social network system to suit the simulated situation. The PT students were encouraged to reflect on their grandmother's needs in their current home, to ask questions from the OT students, and to utilize information from multiple sources with this assignment, under the guidance of the PT instructor.

The final phase was interactive with students from both disciplines benefiting from the mini-teaching modules. The OT students took on the role of consultants, teaching their new found knowledge to the PT students. And the PT students became advocates for their "grandmother", learning valuable information to be applied in the home setting. Finally, both groups of students provided feedback to the instructors, which was aggregated and shared back to the students for further encouragement of reflection on the concepts of interdisciplinary practice, consultation, and patient advocacy.

Presentation Abstracts

Panel H
Barbara Lockard
Third Agers: A "Hands-on" Demographic

Americans are spending 12 more years in retirement than they did in 1960. This increase in leisure time at an earlier age has created a heightened interest in educational opportunities designed for an adult population of approximately 55-70 years old, also known as "third agers." Current literature strongly supports the theory that older adults are able and enthusiastic learners, but do best when they are strongly supported by the learning organization or university.
This presentation is an overview of the "return of the third agers," who are pursuing undergraduate and graduate degrees after a significant absence from the college classroom. It will address what motivates older adults to return to college or embark on a serious program of continuing education (Francois, 2014). It will also examine barriers to higher education for this population (Colvin, 2013; Falasca, 2011), and the lack of marketing efforts targeted at this demographic by universities (Hadfield, 2003). The presentation will also address effective assignment design for degree-seeking older adults as well as teaching techniques that encourage interaction and class discussion. Examples of multi-generational campuses and learning in retirement programs will also be shared.

References
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    Falasca, M. (2011). Barriers to adult learning: Bridging the gap. Australian Journal of Adult Learning, 51(3), 583-590. Retrieved November 5, 2016.
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Presentation Abstracts

Panel H
Allison Baer, Chris Moser
The Intercultural Developing Coaching Initiative: Lessons Learned from UF Faculty and Staff

The IDC Initiative is an innovative approach to fostering a campus climate that embraces, values, supports, and engages our international students who are part of the UF community. Having been funded through a 2016 Goal Getter Grant and using the Stakeholder Centered Coaching (SCC) model, we have been meeting monthly with a group of 28 UF faculty and staff exploring how we interact and support our international students. SCC is a proven system for personal and professional development that requires participants to become personally accountable and actively engaged in their own intercultural understanding, growth, and development. This process includes elements of self-examination and reflection, engaging with international students, development and assessment of our behaviors and how they impact international students, and individually developing goals to ensure continuous improvement in our intercultural competencies.

In the monthly meetings, we have engaged in self-reflection through personal examination of how each of us, within our own position at UF, relates to international students. We have talked with international students and asked how we can improve our interactions with them with the goal of making their experiences at UF more successful. We are currently using that information to set personal goals and will be working towards achieving them. We are also engaging in professional book discussions using relevant fiction and non-fiction texts as tools to encourage and challenge our thinking about how we relate to international students.

Respecting the anonymity of each participant, this presentation will discuss lessons learned from our own faculty and staff as we continue our journey towards becoming an even more inclusive and supportive university. We believe that the IDC Initiative is having a positive impact on the UF community as we take shared responsibility for improving our campus.

Presentation Abstracts

Panel I: Mentoring Undergraduate Research
Nicole Diederich, Sarah Fedirka, Andrea Mata
Mentoring Undergraduate Research: Active Learning Outside of the Classroom

Empowering student learners can occur not only in a classroom context but also beyond the classroom in a professional and scholarly environment. As is noted in numerous sources, including Teaching at its Best: A Research-Based Resource for College Instructors, "People don't learn well when their major learning context is teacher centered—that is, when they passively listen to a teacher talk. Rather, they learn when they are actively engaged in an activity, a life experience" (4). Three professors, one in the discipline of psychology and two in the discipline of English will share their experiences engaging undergraduate students in research within a classroom context and then extending that learning by means of active scholarly presentation at conferences. Dr. Mata has students present their research projects at the Midwest Psychology Association conference. Presenting and attending this conference gives her students the opportunity to articulate their work to others, to learn about research topics beyond those focused on at their own institution, and to network with other researchers and potential graduate school mentors. Dr. Fedirka and Dr. Diederich have both sponsored student projects presented at the National Conference on Undergraduate Research. Presenting and attending this conference gives their students the opportunity to contextualize their research in a humanities context in the broader context of academic research, regardless of field. Attending the conference also affords students the opportunity to make interdisciplinary connections between their own learning and research and those conducted by student researchers throughout the United States.

Each of us will discuss how we incorporate the research project into the class, how we pursue funding and support for these student endeavors, how the conference experience builds relationships between university students and faculty, and how students learn by travel itself—broadening their horizons with travel within the continental United States.

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