

**Keynote Speaker - 9:00 AM to 10:15 AM - Trust Building**

<b>Breakout Session #1 - 10:30 to 11:15 AM</b>	<b>Location</b>
<b>Assessment &amp; Annotations: A Simple and (Almost) Painless Way to Document Assessment of Student Learning</b> <i>Dale Mort - Lancaster Bible College</i>	Choral Room
<b>Student Success: Creating Conditions that Count</b> <i>Christine M. Nowik - Harrisburg Area Community College</i>	Room 3-04
<b>Applying Multimedia Principles to Online Learning Objects</b> <i>Oliver Dreon &amp; Greg Szczyrbak - Millersville University</i>	Room 3-05
<b>Third Screen Teaching: A Solution in Disguise</b> <i>Richard Newton - Elizabethtown College</i>	Room 3-14
<b>Building Community to Enhance Student Achievement</b> <i>Mr. Sean Pyle &amp; Mr. Chris Van Buskirk - Lancaster Bible College</i>	Room 3-15
<b>SHORT SESSION - The Role of a College Counselor</b> <i>Laura Martin, M.Ed, NCC - Harrisburg Area Community College</i>	Salon <b>10:30 to 10:50</b>
<b>ROUND TABLE - The Overlooked Student: Creating Ways to Help Transfer Students Succeed</b> <i>Dr. Kim Morton - Millersville University</i>	Salon <b>10:55 to 11:15</b>
<b>Breakout Session #2 - 11:30 AM to 12:15 PM</b>	<b>Location</b>
<b>Rethinking College Composition: Using Development Pedagogy to Revitalize the College Writing Classroom</b> <i>Lija Diem Stoltzfus &amp; Hetal Thaker - Harrisburg Area Community College</i>	Choral Room
<b>Active Learning: Low Cost yet High Yield</b> <i>Dee Minchhoff, DNP, CRNP &amp; Krista White, PhD, RN, CCRN, CNE - Pennsylvania College of Health Sciences</i>	Room 3-04
<b>Receptive Backward Design: What My Students with Disabilities and Mental Illnesses Have Taught Me about Our Dependence on Each Other for Learning</b> <i>Jonathan Gagas, PhD - Harrisburg Area Community College</i>	Room 3-05
<b>The Role of Classroom Response (Clicker) Systems in Multimodal Education</b> <i>Andrew Bland, PhD &amp; Josh Fleming, MS - Millersville University</i>	Room 3-14
<b>Teaching and Learning for 21st Century Skills</b> <i>Amy B. Mulnix - Franklin &amp; Marshall College</i>	Room 3-15
<b>SHORT SESSION - A Blended Approach to Mathematics: Online and Face-to-Face</b> <i>Trina Hess - Thaddeus Stevens College of Technology</i>	Salon <b>11:30 to 11:50</b>
<b>ROUND TABLE - Skilled Women Get STEM Jobs: Recruiting and Retaining Female Students</b> <i>Katie Surra - Thaddeus Stevens College of Technology</i>	Salon <b>11:55 to 12:15</b>

**Plenary Session - 1:30 PM to 2:45 PM-Trust Building**

<b>Breakout Session #3 - 3:00 PM to 3:45 PM</b>	<b>Location</b>
<b>Engaging Students in Community-Based Learning: Buzz or Significant</b> <i>Nancy Carlson Steadman, PhD, OTR/L &amp; Kerri Hample, OTD, OTR/L - Elizabethtown College</i>	Choral Room
<b>POGIL: A Student-Centered Guided Inquiry Approach to STEM Instruction (and beyond...)</b> <i>Rick Moog - Franklin &amp; Marshall College</i>	Room 3-04
<b>Accessibility is Not Your Enemy: Simple Solutions for Accessible Online Course Content</b> <i>Lisa Dise - Pennsylvania College of Health Sciences &amp; Lauren Edgell, MEd - Millersville University</i>	Room 3-05
<b>Energize the Mind: Physical Activity in Online Learning</b> <i>Leslie Arnold, MSLT, MEd - Pennsylvania College of Health Sciences</i>	Room 3-14
<b>SHORT SESSION - Implementing Problem Based Learning Across the Curriculum</b> <i>Rebecca Smith, PhD, Amanda Price, PhD, &amp; Karen McMillen Dielmann, DEd, PHR - Pennsylvania College of Health Sciences</i>	Room 3-15 <b>3:00 to 3:20</b>
<b>ROUND TABLE - Beyond the Novel: Connecting with Nature in Lancaster County</b> <i>Joanne Landenberger - Harrisburg Area Community College</i>	Room 3-15 <b>3:25 to 3:45</b>
<b>ROUND TABLE - Do We Still Need Textbooks?</b> <i>Laura Brierton Granruth, PhD, MSW - Millersville University</i>	Salon <b>3:00 to 3:20</b>
<b>ROUND TABLE - Student Self-Evaluation and Self-Assessment</b> <i>Tomomi Horning - Pennsylvania College of Health Sciences</i>	Salon <b>3:25 to 3:45</b>

## Program Schedule

Registration & Continental Breakfast: 8:00 – 9:00 AM

Keynote Speaker: 9:00 – 10:15 AM-Trust Building

Breakout Session #1: 10:30 – 11:15 AM

Breakout Session #2: 11:30 AM – 12:15 PM

Lunch: 12:15 – 1:15 PM

Plenary Session: 1:30 – 2:45 PM – Trust Building

Breakout Session #3: 3:00 – 3:45 PM

Networking Hour: 4:00 – 5:00 PM



### **Integrating Research and Practice: Emerging Trends in Technology-Enhanced Learning**

*Norman Bier - Carnegie Mellon University*

With technology breaking traditional barriers to research and knowledge formation, what are the implications for learning and teaching? How can digital and blended learning be designed in ways that enhance the quality of learning and lead to advances in discovery, research, and development in college and beyond? And how can these technologies be applied in ways that enhance the relationships that make learning a humane enterprise? Mr. Bier will examine the intersections of teaching, learning, and technology and share the latest evidence-based approaches to technology-enhanced learning designs. His talk will highlight Carnegie Mellon University's Simon Initiative and OLI as exemplars of an approach that integrates research and practice and that offer opportunities to collaborate to improving outcomes in higher education while advancing our understanding of human learning.



### **Remembering the Brain in Education: Some Lessons from Cognitive Neuroscience for Pedagogy**

*Shaun Cook - Millersville University*

Today's increased access to education has reshaped modern educational landscapes. Advances in education, psychology and neuroscience abound. Individually, these fields offer much, but we are at a point where they should be considered together. In reference to pedagogy, it is logical that cognitive-neuroscientific findings pertaining to learning and memory be taken into consideration during the implementation of courses. Some have referred to this venture as Mind, Brain, and Education Science (MBE) or Educational Neuroscience. However, attempts to marry educators and scientists have proven to be difficult and, at times, frustrating. This talk will present select findings from cognitive neuroscience at a basic level, and relate them to pedagogy. Some discussion of the state of MBE, as well as popular misconceptions in neuroscience, will also be welcome.