

Keynotes

The Spark of Learning: Energizing the College Classroom with the Science of Emotion

Keynote Speaker – Sarah Rose Cavanaugh

Traditional views of education assume that reason should reign over emotion, and that the classroom should be a quiet, dispassionate space where students and instructors impartially engage with facts, figures and theories. However, the field of education is beginning to awaken to the power of emotions to capture attention, mobilize efforts, and enhance memory.

In this keynote address and interactive workshop, Cavanaugh will bring to bear a wide range of evidence from the study of education, psychology, and neuroscience to suggest that targeting emotions in your presentation style, course design, and assignments is a highly potent teaching strategy.

Open, Critical, Participatory: New Directions in Digital Pedagogy

Keynote Speaker – Remi Kalir

Digital media practices present both novel and challenging opportunities for faculty to support open, critical, and participatory learning. This presentation will explore the intersection of critical education and digital pedagogy, introduce tools and perspectives that encourage critical digital pedagogy, and suggest pathways toward designing and facilitating more open, equitable, and transformative learning.

10:00am

“Fake News” and Misinformation Affects all of Us: Teaching Students to Be More Discerning About the Information They Use and Share

Kim Grotewold, Cindi Flanagan, Andrea Hartranft

After an introduction to the issue of “fake news” and other types of distorted and/or misinformation and a sharing of resources designed to help faculty develop information evaluation activities for students, the attendees will work in small groups to brainstorm and begin to flesh out possible lessons and exercises that align with their disciplines’ learning outcomes.

From High Impact Practices to High Impact Assignments

Nicole Cesare

While High Impact Practices create meaningful learning experiences, contingent faculty face structural obstacles to adopting them. This presentation argues for High Impact Assignments as a way of mitigating those obstacles, and solicits feedback on examples of such assignments.

“Sprouting Groundbreaking Ideas”: Bridging the Research, Theory, Practice Divide through Blogging
Tatiana Pashkova-Balkenhol, Beth Powers

This interactive session highlights a blogging curriculum aimed at bridging the research, theory, practice divide. Participants will learn about working with students to help them a) ask “good” questions, b) seek scholarly literature, and c) tap into peers’ support and feedback in a variety of courses across several academic disciplines.

Best Practices for Teaching First-Generation Latino Students

Cynthia Lehman, Daniel Inouye

This session will look specifically at strategies to support and retain first generation Latino students. We will provide research findings and best practices (for both inside and outside of the classroom) that will better serve our Latino students and their families.

Creating a Classroom Inspired by the Principles of Universal Design for Learning

Janet Josephson

Universal Design for Learning (UDL) includes the principles of student engagement, representation of content, and action and expression. In this session, we will look at course syllabi and other aspects of course design to see how the UDL principles may amplify your teaching for maximum student learning results.

E-learning systems as a way to boost student engagement, outcomes, and retention

Benjamin Lipschutz, MBA, M.Ed, Chair, Department of Business

William Habacivch, M.A., PH.D Candidate, Associate Professor Business Administration

E-learning platforms and technology have changed the way our institution has been able to impact the student experience to drive engagement in the classroom, improve student outcomes, and improve retention.

Canvas Collaborations

Jennifer Kanupka, Jennifer Kuntz

Explore the use of Canvas as a tool for collaboration, advising, and instruction. A variety of examples will be modeled. The benefits and challenges of utilizing Canvas as a modality to foster collaboration amongst students and faculty will be reviewed throughout the presentation.

11:00am

Turning the Corner with 360-Degree Feedback

Oliver Dreon, Jennifer Shettel, Millersville University

This session will outline how to provide 360-Degree Feedback by using self-assessment, peer assessment and instructor assessment to support student growth and development. The session will explore ways to foster a culture of growth in classrooms and examine the strengths and weaknesses of different types of assessment (peer, self and instructor) involved in 360-Degree Feedback.

Let's Get Active: Moving from Passive to Active Learning with the ICAP Framework

Justin Harbin

“Active Learning” remains a popular term in education, but what does it look like? Chi and Wylie’s (2014) ICAP framework provides a clear understanding of active learning through observable student behaviors. This workshop models active learning and explores what it might look like in the teaching contexts of its participants.

Internalizing Classroom Learning: Instructional Methods that Engage Students

Marian Yoder

Instructional techniques that engage students will be presented. Participants will be engaged in active learning throughout the session so that they can experience the benefits first-hand. Accordingly, participants will gain a repertoire of instructional techniques useful in most any course or discipline.

Online Rubric-Based Grading Tool for STEM Exams

Sara Atwood, Brenda Read-Daily

In this session we will present our experiences using an online grading tool in engineering courses. The tool helped facilitate feedback that was prompt, equitable, explanatory and formative, as well as streamlining programmatic assessment. Using this tool, faculty can transform how effectively they grade and give feedback in their courses.

Teaching Grit and Vocation Across the Curriculum

Valerie Lemmon, Psy.D., Shelly Skinner, Ed.D., Jennifer Thomson, Ph.D.

This session focuses on how the presenters utilize the concepts of grit and vocation to encourage personal and professional growth in students from their first through their senior year. The presenters will highlight the following: addressing students’ discomfort with ambiguity, encouraging tenacity rather than outcome, and distinguishing vocation from career.

2:30pm

Building Student Resilience: Lessons Learned from a Multi-Campus Project

Suzanne C. Shaffer

Why might some students move forward toward their goals while others give up and walk away? Resilience plays a key role in persistence and success. This session presents an overview of the current research on resilience, practical strategies for the classroom and campus, and lessons learned from a multi-campus project.

Leaving It to Chance? Alternative Ways of Forming Teams

Lexi Hutto, Ph.D.

Highly functioning, professional, creative, and harmonious teams are often objectives for instructors looking to form teams operating on all cylinders. If you are motivated to learn about two novel ways of forming teams that help overcome some of the barriers to achieving efficacious teams, visit this session.

Was it worth it? Examining the impact of a faculty-librarian collaboration

Christina J. Steffy, Amy Snyder

This session presents the results of a study undertaken by an adjunct English instructor and a librarian to see if active librarian instruction positively impacted the grades of and sources used in students’ research-based argument essay in an advanced composition course.

What Not to Do for Effective Learning

Maya Georgieva, Ed.D., LCPC, NCC, ACS

Presenter will use findings from cognitive science to dispel common myths about learning. She will provide effective methods of acquiring knowledge in a way that promotes advanced problem-solving abilities. She will also share practical examples of applying successful strategies with her students in graduate counseling courses.

Incorporating Self-Directed Online Learning Into the Curriculum

Vickie Price, Lena Frennborn, Angela Shertzer, Amanda Price

In this presentation, we will discuss self-directed online learning in the curriculum. We will discuss the collaborative effort by instructors and instructional designer to create a fully self-directed course in introductory ethics. Relative to instructor-mediated sections, students exhibited similar or better learning outcomes and evaluations of the course.

Using Experiential Learning and Critical Self-Reflection to Promote Social Empathy

Jennifer M. Frank, PhD, LSW

Social empathy is an essential component of moving people from complacency toward social action. In this session, we will explore the innovative pedagogical tools used within a course about perspectives on poverty, which assist students in developing social empathy. A theoretical framework and details about experiential activities will be discussed.

3:30pm

More than Just a Test: Increasing Student Learning with the Immediate Feedback Assessment Technique

Joanna Behm, MS, OTR/L, Leanne Rutt, M.Ed., OTR/L

This session will focus on the benefits and many uses of an interactive assessment tool known as the immediate feedback assessment technique (IF-AT). Peer-reviewed research on its efficacy for increased student learning/retention and anecdotal evidence of student experience will be shared.

Targeted Messaging to Boost Cognition

Daniel R. Albert, A. Nicole Pfannenstiel

This interactive session reimagines the use of targeted messaging tools in Learning Management Systems. This session argues that targeted messaging can support meaningful learning, can aid meaningful learning, and can gamify curriculum. This session ends with space for attendees to consider their own strategic plan.

Students and Memory – A Four Step Model Fostering Student Success

Cora M. Dzubak, Ph.D, Suzanne C. Shaffer, M.S.Ed., M.Ed

Do you wish students remembered more of what was taught and what they study? We propose a four step model of learning that combines the importance of focus, active learning strategies, memory, and retrieval. The presentation will also include discussion of the significance of multisensory strategies to enhance information processing.

Racial Discussions in the Classroom: Strategies for Bravery

Leslie Gates

The racial tension in our country is palpable. This session will provide some strategies for including explicit discussions about race in ways that honor students' experiences yet encourage students (and professor) to bravely discuss sensitive topics.

Latino student assimilation on the college campus

Dr. Corinna R. Cavanaugh, Ed.D., RN, MSN

A qualitative case study of Latino student's self-perceptions of campus assimilation and involvement in campus activities were studied. Latino assimilation into Western culture has been tumultuous, presenting educational challenges. Latino college enrollment is second highest in the nation; however, degree completion rates continue to be the lowest in the nation.