

Lancaster Learns 2019

Morning Breakout 1 – 10:30am

Digital Storytelling: Spark Your Imagination | Room 1440

William Illingworth - Penn State Harrisburg

This session will introduce three elements of digital storytelling (DST): the age-old principles of storytelling, digital tools to curate and deliver stories, and methods to combine these principles in your physical and virtual classroom.

Reacting to the Past in the Language Classroom | Room 1450

Ana Maria Anderson - Franklin & Marshall College

This session will discuss the process of adapting a Reacting to the Past role-playing game to a 6th semester Spanish language classroom, including sample activities, accompanying assignments, challenges, mistakes made, and the reactions of students.

UDL: Playing to Everyone's Strengths | Room 1490

Melissa Dietrich, Melany McNew, Josh Rumpff, Joseph Tubioli - Harrisburg Area Community College

This session will cover the 3 main areas of Universal Design for Learning (UDL) and offer simple solutions for implementing UDL in an existing course.

Formative Assessment: Identifying and Supporting Student Success in Information Literacy Processes | Room 1500

Melinda Burchard, Ph.D. , Sarah Myers, M.S.L.S. - Messiah College

Have you ever tried promoting deeper skills in information literacy? Participants in this session will learn about revision of instruction and an assignment using formative assessment, and learning outcomes by the students. They will then practice rating sample videos and brainstorming applications to their own teaching of information literacy skills.

Challenges and Benefits of Service-Learning Projects | Room 1520

Lexi Hutto, Ph.D. - Millersville University

Have you ever toyed with running service-learning projects in any of your classes? This instructor has worked with scores of business and non-profit clients and hundreds of student teams to that end. Learn about benefits and challenges of running these rewarding projects with your class...and hear feedback from some clients.

Hard Conversations with Struggling Students | Room 1710

Leslie Gates - Millersville University

Students' undesirable behaviors, disrespect, and poor decisions are theirs, yet as their teacher, these behaviors somehow become inextricably mine, too. The purpose of this session is to present strategies for both professionalism and self-care while engaging students in conversations about their struggles in (and perhaps outside of) class.

Morning Breakout 2 – 11:30am

Closing the Loop: Blogging & Podcasting to Close the Research, Theory and Practice Divide | Room 1440

Beth Powers, Tatiana Balkenhol-Pashkova - Millersville University

This interactive session, facilitated by a university librarian and an Early Childhood Teacher Educator, highlights a blogging and podcasting curriculum aimed at bridging the research, theory, and practice divide in educational contexts (Adams, Gaffney, & Lynn, 2016; Van Ingen, & Ariew, 2015). The study described is based on an action research project, based on a university level curriculum that explored the question: How, if all, can a university based blogging and/or podcasting experience facilitate pre-service teachers' ability to apply theory and research to their teaching practice in the field. Participants will learn about working with undergraduate students to help them: a) ask "good" questions, b) seek scholarly literature, and c) disseminate their work, and d) tap into peers' support and feedback in a variety of courses across several disciplines.

Cognitive Neuroscience in the Classroom | Room 1450

Shaun P. Cook, Ph.D. - Millersville University

There is a relatively new field called Mind, Brain and Education (MBE) or Educational Neuroscience. One major focus of this field involves applying findings from neuroscience to education and educational settings. In this session, we will be discussing some of these findings and how to apply them, but practically.

Empowering students in our digital age: Creating low-cost, highly engaging activities for STEM laboratory courses | Room 1490

Emily Farrar, Ph.D., Matthew Farrar, Ph.D. - Messiah College

Traditional laboratory activities in STEM courses rely on surface-level interaction between a student user and a complex "black box" of expensive, high-tech equipment. This interactive session will present an alternative approach to laboratory activity design that relies on low-cost, open source technology and an engaged student designer/wielder of equipment.

Quizzes as One Way to Promote Active Learning in Higher Education: A Review and Empirical Study| Room 1500

Kathryn R. Glodowski, PhD, BCBA-D - Penn State Harrisburg

Several researchers have shown quizzes support college student success. However, instructors can implement quizzes in many ways, and some instructors may not use quizzes due to time constraints. This session will include evidence-based recommendations for the use of quizzes, and a review of an empirical study of quiz length.

Demystify Academic Writing for Students | Room 1520

Elaine Huber Ph.D. - Lancaster Bible College

Research writing tasks trigger uncertainties for student writers unfamiliar with how thought

becomes text. This workshop adopts psycholinguist Pinker's web-tree-string metaphor to demystify that process and introduce participants to Noguchi's intuitive principles of writing that can empower writers to engage readers with clear texts which meet disciplinary expectations and protocols.

Student Collaboration in OneNote | Room 1710

Kristen Buchanan, MA, Selena Mallios, MS, LAT, CSCS - Pennsylvania College of Health Sciences

To collaborate in an online environment that complies with the Family Educational Rights and Privacy Act, both an English and a Science faculty chose OneNote as their tool over their existing Learning Management System. This program allows students to work asynchronously and allows the instructors to view all student work.

Afternoon Breakout 1 – 1:30pm

Teaching with Socrative| Room 1440

Dr. Ankur Nandedkar, Dr. Onek Adyanga - Millersville University

This session will focus on a formative assessment tool called Socrative - a cloud based application that can be used by instructors to promote active learning. The participants in this session are encouraged to bring laptops/tablets to practice the use of Socrative.

Why Students Benefit from Knowing the Five Rs of Learning | Room 1450

Cora M. Dzubak, Ph.D. - Millersville University

As a college instructor, I remain surprised by the number of students who know relatively little about how to study, and how use of effective study strategies will result in learning. Application of these strategies, combined with learning theory, resulted in the five Rs: Repetition, Review, Rehearsal, Retrieval and Reflection. You can apply these strategies, too!

Contemplation's Key Role in Learning | Room 1490

Suzanne C. Shaffer - Penn State York

How can we encourage deeper learning and engagement with our content? What methods can help solidify and ensure the lasting changes we seek through our instruction? Contemplative practices can play a key role in making learning meaningful and lasting. Background on contemplative practices, benefits, and strategies will be presented.

Mind Mapping: More Than Pretty Chaos| Room 1500

Valerie Olson, PT, PhD and Amy Humphrey, PT, DPT, OCS, MTC - Messiah College

Mind mapping is a constructivist approach where students integrate new information within their existing framework. It consists of visual representations of various sub-topics and ideas in different colors with diagrams, radiating around a central topic. Although it looks like "pretty chaos", mind mapping promotes learning, critical thinking and problem solving.

Debunking the “One and Done” Library Session Myth | Room 1520

Sarah Lupinacci, Assistant Professor of English - Harrisburg Area Community College

Andrea Hartranft, Assistant Professor, Reference & Instruction Librarian - Harrisburg Area Community College

In this session, participants will explore the benefits of increasing the amount of library instruction per semester. Many professors utilize librarians for only one day out of the semester. Using a rubric to measure the students' success in their final papers, we tracked the results of one session or multiple sessions. In seeing the results, there was a positive result from increased instruction and the need for more instruction in regards to citing sources.

Checking-in: It only takes 5 minutes to make a difference | Room 1710

Dr. Becky Cox-Davenport, Dr. Mindy Guinard, Gayle Watson - Pennsylvania College of Health Sciences

There are many stressors that impact new nursing students' academic success. The current study examined the intervention of weekly student-faculty meetings to promote organization and academic skills. Findings did not find a statistical difference between the control and intervention group grades. However, qualitative data did support promotion of student retention.

Afternoon Breakout 2 – 2:30pm

Teaching Online with the Case-Based Model: Lessons Learned| Room 1440

Joseph W. York, PhD, MBA - Pennsylvania College of Health Sciences

Case based education offers the student an authentic simulation of professional problem solving. The online teaching environment presents opportunities and challenges for case-based assignments, especially with team assignments. This presentation will focus on experiences with teaching an online asynchronous course using authentic cases that require the full semester to complete.

Learning Together: Strategies for Engendering Community in the Classroom | Room 1450

Justin Harbin - Lancaster Bible College

Employing Lave and Wenger's (1998) framework of legitimate peripheral participation, this workshop identifies strategies for drawing students and instructors into a community of learning. Specific strategies in the traditional and online classroom will be discussed, and participants will engage in creating a plan for growing community in their own classrooms.

Creating interactive decision tree experiences using survey software | Room 1490

Jennifer Gibbs - Penn State Harrisburg

This session will demonstrate to participants how common survey software can be used to develop decision tree simulations to incorporate into class assignments, using an example developed for a course on ethics.

Turning Course Learning Outcomes into Game Rules| Room 1500

A Nicole Pfannenstiel, Jason Hertz - Millersville University

This session discusses designing course learning outcomes as meaningful game rules to enhance the practice of learning. Teacher-Designers will engage with theories of play and learning, play a card game designed by the presenters, then begin to think through game rule design to enhance their own learning outcomes.

Engaging Students with High-Impact Projects| Room 1520

M. Elena Aldea Agudo, Jialing Liu - Franklin and Marshall College

Collaborative assignments are ranked among the most beneficial High-Impact Practices (HIPs). Participants will learn about these type of practices, and about three High-Impact Projects. Attendees will also have the opportunity to brainstorm ideas in small groups to create a High-Impact assignment.

Using story telling pedagogy to build academic resilience | Room 1710

Dr. Margaret Mbindyo - Millersville University

This session seeks to advance our understanding of the pedagogy of storytelling in building academic resilience. By using storytelling, students are able to listen to stories of others to self-correct not only their perceptions and choices during their college transition, but also to build their own resilience.