Lancaster Learns 2019

Breakout Session 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.

Improving Student Success with Brightspace LMS | Room 1600
Dan Ganesh – Desire2Learn
Brightspace LMS technology can empower faculty to increase adoption, engagement and ultimately student outcomes. During this session, we'll walk through tools that are built into Brightspace LMS to save time for faculty, and increase adoption/engagement/outcomes. This session will highlight the critical tools that are necessary in a Learning Management System to reach every learner. If you believe better engagement between faculty and

students will have a positive impact on student outcome (while still saving faculty time), then this is a session you do not want to miss. Our students today come to expect same personalization in their LMS as they get with YouTube, Netflix, Facebook etc. We will showcase the tools that would help you create an engaging and personalized experience for students.

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.

Breakout Session 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.

ALLY – Making Course Content and Website more Accessible| Room 1600
John Scott – Blackboard
Having course content accessible to everyone is critical to student success. [Blackboard Ally](#) automatically creates accessible versions of content loaded into your LMS. It currently works in Canvas, Moodle and Blackboard Learn. Coming soon, D2L. It also provides faculty feedback and guidance on the importance of accessibility and how to address barriers along with institutional reports to show progress and improvement. Recently Blackboard has made Ally available to report on public-facing websites as well. Please join us to learn about this powerful tool and services that Blackboard offers to help clients overcome challenges with digital accessibility.

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.

Breakout Session 3 – 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.

Attention in Education | Room 1600
Keith McMillon – Steelcase
Educators and educational spaces constantly compete with technology for students' attention. It is important to leverage what we know about how the brain works to maximize student attention and improve student success. This session focuses on research and insights from the neuroscience of attention related to education. We will share the seven insights for attention in education and discuss how you can design spaces that block distraction and help students pay attention.

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.

Breakout Session 4 – 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.