Lancaster Learns 2020

Breakout Session 1 – 10:30am

Sparking and Supporting Adoption of Open Educational Resources on Campus| Room 1300

Dr. Dan Albert, Dr. Nicole Pfannenstiel, and Dr. Stephanie Pennucci - Millersville University
Use of Open Educational Resources (OER) for courses provides permanent and equitable access to learning materials. Faculty perceptions and lack of awareness of OER can make it difficult for faculty to adopt OER. This session will share insights learned from leading OER initiatives and provide hands-on interaction for exploring OER.

Energizing the Learning Environment: Applications of Psychological Theory to Strengthen Teacher-Learner Relationships | Room 1310

Dr. Jason Baker - Millersville University
Come join an exciting and engaging presentation which explores some lesser-known psychological theories and constructs and how they might help strengthen the teacher-learner relationship and energize the classroom environment. Relationships and learning environments are important contributors to learner success. Come feel the psychological forces that undergird them.

Using Podcasts as a Tool for Undergraduate and Graduate Learning: Audience-centered Learning and Design | Room 1330

Dr. Kevin Shorner-Johnson and Dr. Tara Moore - Elizabethtown College
Podcasting promotes conversations beyond the bounds of traditional classrooms. This panel explores how college faculty can teach about audience messaging, needs, and engagement through podcasting. Educators can harness podcasting to kindle critical thinking skills, a deeper sense of writing for a community, and the cultivation of learner-centered professional development.

Increasing Student Engagement Through the Hybrid Rotational Model in the Higher Education Classroom | Room 1600

Dr. Stacey Martin - Lancaster Bible College
Are you looking for ways to increase student engagement in a face-to-face course? This session introduces the Hybrid Rotational Model (a system that blends digital and traditional teaching methods through a rotation among three learning stations within the classroom) as a way to leverage technology tools and increase engagement in the higher education classroom. It will be of particular interest to teacher educators, but will have value for instructors in other disciplines as well.

Study-Reading as a Systematic Approach to Successful College Reading | Room 1450

Suzanne C. Shaffer, M.Ed., M.S.Ed. - Penn State York

Many faculty report that students are not doing the reading, with disastrous consequences for higher-level work in the classroom and overall student success. This session presents a systematic approach to instruction called study-reading that gives students and faculty a process and strategies for learning-while-reading that can be applied across disciplines.

Visualizing Student Learning: Combining Digital and Information Literacy for Data Visualization Projects in a Nutrition and Dietetics Course | Room 1440

*Amy B. Porto, PhD, RDN, LDN and Beth M. Transue, MLS MET - Messiah College*Brightspace
This session will focus on the creation and implementation of a data visualization assignment through collaboration with the liaison librarian and instructional designers. Students gained digital and information literacy skills while creating an evidence-based infographic that could be used in nutrition education settings.

Breakout Session 2 – 11:30am

An Open Design For Pathways to Student Success: OERs, Access, and Inclusion | Room 1300

Matt Fox - Millersville University

We will start a dialogue on how educators develop learning opportunities that foster student success through the adoption of Open Educational Resources. There are many barriers to student success and by adopting an Open Design concept, we eliminate financial barriers, meet the needs of our learners, and support student success.

The Science behind Learning for the Long Term | Room 1310

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

Findings from the fields of Cognitive Neuroscience and Educational Neuroscience demonstrate what behaviors and study habits are, and are not, effective for long-term learning of information. In this session, we will be discussing some of these findings and how to apply them, but practically.

Using Nearpod for Engaging Students and Achieving Learning Outcomes | Room 1330

Daniel J. Mallinson - Penn State Harrisburg

Computer-based student response systems offer the opportunity for diversifying voices in larger classrooms where conversations can be dominated by the same typical students. Nearpod is one such software that has been used in K-12 education, but has only recently

been available for higher education. This session will introduce attendees to Nearpod and present findings of two research studies on whether it increases student engagement in the classroom and feelings of civic agency.

Conversation Tables to Promote Face-to-Face Connection for Language Students| Room 1600

Charla Lorenzen and Raquel Lodeiro - Elizabethtown College and Penn State Harrisburg
Conversation Tables provide the face-to-face interaction craved by today's students (Kasper & Kim 2015; Seemiller & Grace, 2016; Twenge, 2017). Learn what has worked well for us and was has not, and plan your own Conversation Table in ways that include in all five World-Readiness Standards for language learning.

Fostering Student Success | Room 1450

Joy Ellis, Amy Ginck, and Amy Slody - Messiah College
This panel presentation will focus on student success/retention. We will discuss how we are supporting our academically under-prepared students during their first year of college. We will highlight our multi layered supports which promote student success.

Learning from Each Other: Creating a Departmental Community of Practice on Teaching| Room 1440

Meghan Kelly and Bonnie Powers - Franklin and Marshall College
Learn how a department leveraged their common identity as teachers to develop personal teaching practices through reciprocal peer observation and intentional conversation. Participants will learn about the F&M College Library's community of practice on teaching as well as complete exercises that can be used to launch a similar community.

Breakout Session 3 – 1:30pm

Choosing Their Own Adventures: Customizing Course Material for Student Engagement| Room 1300

Richard Moss - Harrisburg Area Community College
Research suggests that making course material relevant and connecting it to students' interests can improve learning. We will explore how digital tools can allow students to choose lenses and different paths through course material that are meaningful to them, and create an environment in which peers bring their different lenses together to create a fuller picture of the material.

Flip it and Break it - Using Flipped Lessons and Breakouts to Energize Learning | Room 1310

Dr. Stephanie Pennucci - Millersville University

Mixing up classroom activities is an easy way to engage students in learning. During this session we will discuss how you can flip portions of the course and use the class time to do breakouts (think escape room type activities) to review material while encouraging collaborative learning and critical thinking skills.

Sido - A Formative Assessment Tool | Room 1330

Dr. Ankur Nandedkar and Dr. Onek Adyanga - Millersville University
This session will focus on a formative assessment tool called Slido - a cloud 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 Slido.

Cien Años de F&M: A Community, Technology and Research Collaboration| Room 1600

Anne Stachura and Kelly Miller - Franklin and Marshall College
This session focuses on a Project-Based Learning course that models high impact practices for language learning, describing the process of designing this course and creating the exhibition to celebrate the 100th anniversary of the Spanish major at Franklin and Marshall College, which participants will have the opportunity to view and interact with.

Gen Z Rising: Embracing the Change | Room 1450

Jennifer St. Pierre, Associate Professor of Sociology, HACC

Cristina Julan, Assistant Professor of CIS, HACC
This session explores the unique characteristics of Generation Z, who are now a majority of our students. Following a brief contrast of prior generations, the session outlines best mechanisms to academically engage Gen Z. We will share findings from our research and student panel.

Academic Living-Learning Communities as a High Impact Practice: A Research-Based Model| Room 1440

Scott M. Helfrich, D.Ed. & Karen Rice, Ph.D. - Millersville University
This session will explore academic living-learning communities and how their implementation is a high impact practice at colleges and universities. Research will be presented as well as best practices for implementation. Case studies of successful LLCs from around the U.S. will be illustrated along with current efforts at Millersville University.

Help! My Students Can't Remember! Strategies for Interleaving| Room 1300

Dr. Justin Harbin - Lancaster Bible College

Do your students struggle with effective studying and recall of key course information? This workshop introduces the concept of interleaving from the field of cognitive science as a means of equipping more meaningful learning practices in students. Specific classroom and assessment strategies will be offered.

Successful Implementation of Service Learning in Graduate Education| Room 1310

*Joanna Behm, MS, OTR/L and Leanne Rutt, OTD, M.Ed, OTR/L - Messiah College*Employing

This session will focus on the pedagogy, benefits, challenges, logistics, and practical application of service learning. Student and community outcomes will be discussed in relation to different types of service-learning including contextualized, integrative and reflective practices. Four specific experiences will be shared from a graduate occupational therapy program.

BYOD!: Engaging in Online Collaboration and Communication | Room 1330

Kathryn Caprino and Erica M. Dolson - Elizabethtown College

In this interactive presentation, two professors will share experiences with online teaching, especially focusing on an English professor's decision and experiences teaching first-year composition online. Applicable to educators and non-educators, this presentation will engage participants in multiple tools for online collaboration and communication they can put into practice immediately.

Why Looking Up Answers is not Learning| Room 1600

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

Students often complete online exams by "looking up answers". This can be as simple as reading a question and flipping to the page with the answer. Or, they can Google it! These strategies might provide the answer, but the information often does not remain in memory. Effective use of working memory makes the difference in what is learned.

Using Team Based Learning to Measure Student Knowledge Mastery| Room 1450

Kurt E. Miller, DSW - Lancaster Bible College

Team-based learning is intended to advance critical thinking. This session will introduce the learner to the components of team based learning that encourage group cohesion and problem-solving, resulting in positive knowledge outcomes.

Dispelling the Myth of Average: Engagement Strategies from UDL| Room 1440
Rocky Allinger and Cindi Kerns - Messiah College
This interactive session will introduce Universal Design for Learning (UDL) concepts and dispel the myth of the average student. Participants will actively develop strategies for engaging diverse learners. Within the session, we will model several of these strategies that you can apply to your own classroom.