

Lancaster Learns 2024

February 23rd, 2024

HACC-Lancaster

8:15-8:45 Registration and Breakfast

East 203

8:45-9:55 Opening Remarks and Keynote

Dr. Laura Cruz from Penn State

East 203

Laura Cruz (Ph.D, University of California at Berkeley) is a Research Professor with the Schreyer Institute for Teaching Excellence at Penn State. She previously served as a tenured faculty member (history), the director of two centers for teaching and learning, editor-in-chief of three academic journals, and Fulbright Specialist in global higher education. Her current research includes projects focused on undergraduate research, integrative thinking, and SoTL (the scholarship of teaching and learning).

10-10:50 Session #1

East 318

Roundtable: Intentionally Applying Inclusive Pedagogical Practices in our College Classrooms

Ann Marie Licata, Millersville University

East 319

Workshop: Building Classroom Community Through Theatre Improv

Robin Jeffers, Lancaster Bible College

Building a positive community in the classroom is essential if we expect students to grow and connect with one another. In this workshop, we will discuss the importance of that community and practice easily implemented strategies for creating it. Come prepared to get moving and participate in the fun!

East 306

Fostering Student Engagement and Inclusion Through AI and Universal Design for Learning (UDL)

Matt Bergman, Elizabethtown College

Artificial Intelligence (AI) is a hot topic in the educational community; however, how can educators apply this cutting-edge technology to foster engaging and inclusive

classrooms? The following session will discuss how to leverage the power of AI and UDL to foster a more inclusive and engaging educational landscape.

East 308

Bridging the Divide: Appreciating the Lived Experiences of Others
Leonora Foels and Joyous Bethel (Millersville University), and Ling Dinse (Messiah University)

The workshop presents the experience of 196 undergraduate students engaged in round table conversations to increase students' understanding of the lived experiences of others. Quantitative and qualitative data were analyzed. Students reported these conversations to be very meaningful. Students also described takeaways that caught the interest of the presenters.

East 309

Learning from Experiential Learning
Justin Harbin, Lancaster Bible College, Capital Seminary & Graduate School

How do your students experience learning? This session explores foundational principles of sense-making as embodied and contextualized (Stilwell & Harman, 2021), sharing lessons learned from teaching a study abroad course during summer 2023. You will be invited to collaborate and consider what embodied and experiential learning might look like within a traditional course taught here in Lancaster.

11-11:50 Session #2

East 318

Roundtable: Podcasting for Education: How to gather and disseminate information
William Illingworth and Josh Swartz, Lancaster Bible College

East 319

Visual Metaphor in Instructional Design: Increase Engagement and Accessibility
Rocky Allinger and Cindi Kerns, Messiah University

This workshop session will begin with some general information and specific examples of visual metaphor in instructional design. The majority of the session time will be spent workshopping the development of a visual metaphor for one of your own concepts/topics, units, or courses.

East 306

DEI is Everyone's Responsibility: Intentionally incorporating anti-racist learning into your course
Melissa Gold and Tatiana Pashkova-Balkenhol, Millersville University

Wondering how to increase students' critical consciousness? Join us to review your course or program for opportunities to incorporate anti-racist and inclusive content. You will look for natural connections, build learning outcomes, and experience inclusive activities from a student perspective. Bring a syllabus/outline and leave with an anti-racist toolkit.

East 308

Let's Not Get Too Technical: Building Soft Skills in the Online Environment
Susan Moyer and Lori Berryman, Millersville University

Are you ready to prepare your students for career success? Without getting too technical, this 50-minute workshop session will utilize live polling, case studies, and group discussion to facilitate a knowledge-sharing experience that explores strategies for building soft skills in the online environment.

East 309

Utilizing Interprofessional Collaboration for student success in diverse professional settings
Michelle George and Sarah Jones, Messiah University

Professional social workers and nurses practice within an interprofessional environment. Collaborative education is essential to prepare students to thrive. Educators must employ integrative resources and collaborate with colleagues across disciplines within institutions and communities to prepare students for success. Real-life examples will be shared for creating effective Interprofessional Education (IPE).

Noon-1 Lunch

East 203

1-1:50 Session #3

East 318

Roundtable: Teaching Students How to Engage in Civil Discourse in the Classroom
Leonora Foels and Joyous Bethel (Millersville University), and Ling Dinse (Messiah University)

East 319

Candid and Kind: Developmental Feedback on Teaching
Jennifer Fisler, Messiah University

Deans, chairs, faculty peers, faculty development staff, and student evaluations can play an important role in supporting the ongoing development of faculty, particularly in

the area of teaching. This session illustrates how a radically candid (caring and direct) approach can enhance teaching and build relationships among supervisors, faculty, and students.

East 306

Undergraduate and Graduate Collaboration in Service-Learning Pedagogy
Mindy Smith and Vanessa Lee, Messiah University

In service-learning, students and community partners serve as both teacher and learner. This workshop explores the collaboration between Messiah University and Brethren Housing Association in the research, design, and implementation of a health curriculum in a culturally diverse setting. Outcomes are shared from professors, students, and the community partner.

East 308

Utilizing the Question Formulation Technique (QFT) to Increase Critical Thinking, Inquiry, and Reflection in Higher Education Classrooms
Karen Harrington, Messiah University

While answers are important, we cannot get to an answer without asking the right questions. In higher education, we must concern ourselves with who is asking those questions. This workshop capitalizes on the power of student-driven questioning using the Question Formulation Technique to increase student engagement, critical thinking, and reflection.

East 309

Low-Stakes Quiz Design: Maximizing Learning vs. Minimizing Cheating
Jennifer Dose, Messiah University

Designing low-stakes online reading quizzes can create conflicting goals of maximizing learning and minimizing cheating. LMS features limiting time and attempts can mitigate cheating; however, evidence suggests that some settings also limit learning. Results comparing two course sections demonstrated higher average exam performance when quizzes were designed for learning maximization.

2-2:50 Session #4

East 318

Roundtable: Integrating Hands-on and In-Field Environmental Literacy and Meaningful Watershed Educational Experience (MWEE) Training for Pre-Service Educators
Kennedy Ross, Millersville University

East 319

Translating Information from Scholarly Sources to Community
Melinda Burchard, Sarah Myers Messiah University

Librarians and faculty collaborated in teaching and a study to improve how future teachers found, judged and communicated about evidence-based teaching practices. Students wrote literature reviews about evidence-based practices, then translating information for parent audiences. Students demonstrated gains in information literacy and interactions between knowledge and demonstrated skills.

East 306

Guided Notes, Graphic Organizers, and Concepts Maps: The value of note taking tools for teaching and learning

A Nicole Pfannenstiel and Marie Firestone, Millersville University

Developing high structure courses (Hogan & Sathy) that include guided notetaking can provide content learning support and skill development. This session will discuss the value of instructor created assists including guided notes. Participants will workshop building meaningful guided notes to support learners across a variety of learning contexts and levels.

East 308

Integrated Student Wellness Initiative

Joanna Behm and Kimberly Duetsch, Messiah University

Student stress and burnout seem to be at an all-time high. Healthy behaviors like self-care and social engagement act as a protective factor against feelings of burnout. Therefore, this descriptive study examined student experiences regarding participation in a peer-supported, student health and wellness initiative embedded in a 12 week course.

3-3:50 Session #5

East 318

Roundtable: Using immersive Virtual Reality (VR) to develop business students' empathy and climate awareness

Cristina Ciocirlan and Anna Satta, Elizabethtown College

East 319

A University-Wide Approach to Writing That Supports Students in Building Critical Thinking Skills Through Research

Brooke Dunbar-Treadwell, Liz Kielley, and Robin Lauermann, Messiah University

In this panel, we will address some of the approaches to helping students to become critical thinkers through research and the writing process. We will share how a unified university-wide approach can help instructors and students overcome the challenges of research in today's world of divisive politics, bias, and misinformation.

East 306

AI and the Classroom: Practical and Ethical Use
Joanna Behm and Jim Foster, Messiah University

This session explores the implications of Generative AI in the classroom including benefits, concerns, ethical considerations, and specific uses. Participants will leave the session understanding basic prompt engineering and practical ways to integrate AI into teaching practices.

East 308

Nourishing and Sustainable Feedback for Students
Melissa Dietrich, Orbis Education

Feedback is a vital part of the learning process, but crafting individualized student feedback can be very time consuming. This session will consider what constitutes effective student feedback and how to sustainably incorporate feedback into learning experiences.

East 309

Practice Makes Perfect: Intentional Target Language Use in the Foreign Language Classroom
Sheila Rodriguez and Kiana Haldeman, Messiah University

Language teachers agree that teaching in the target language promotes student learning! It is also quite challenging. This session presents current theory regarding target language use in the classroom and highlights effective strategies. Come learn new strategies and share ideas with colleagues. This session includes an engaging multimedia video project.