



February 27, 2026

Saint Joseph's University – Lancaster Location

8:15 – 8:45 Breakfast & Sign-In

8:45 – 9:45 Opening Remarks and Keynote

Multipurpose Room

From Pedagogical Solitude to Pedagogical Solidarity: Teaching Better Together

Dr. Johanna Inman

10:00 – 10:50 Session One:

Room 1710

Ungrading Approach to Assessment: Student and Faculty Perspectives

Oksana Moroz, Leah Clarke, Mackenzie Wise, Laurel Uhlinger, Anna Salvatori (Messiah University)

This interactive session explores ungrading as an equitable alternative to traditional assessment, particularly amid concerns about generative AI accessibility. Educators from online and on-ground settings will share implementation practices, while student panelists discuss their evolving experiences with this approach. Through discussion and guided reflection, participants will explore how to adapt alternative grading methods to promote student motivation, agency, and learning in their own contexts.

Room 1620

Teaching Inclusively: Using AI Tools to Bring Universal Design and Backward Design into Your Classroom

Ann Green, Cas Hruska, Alyssa Kirchner, Rob McCunney, Karen Pinto (Saint Joseph's University)

We will demonstrate various AI tools that support faculty in incorporating universal design or backward design into their pedagogy. Tools like Iudia - Poe and Notebook LM can support faculty as they work to create space for diverse learners. Participants will have time to experiment with the tools.

Room 1200

"Who does the thinking, gets the learning": AI & Cognitive Outsourcing

Justin Harbin (Lancaster Bible College)

How might we cultivate effortful thinking in our classrooms? This session provides insight into emergent research on the cognitive costs of learning on AI and other digital aids in the classroom and provides opportunities to practice strategies for promoting "desirable difficulty" in student learning.

Room 1520

Active Learning Strategies for Creating an Inclusive and Collaborative Learning Environment

Dianna Montgomery, Lenora Foels (Eastern University)

Traditional lecturing falls short when addressing complex and sensitive topics inherent in diversity education. Conversely, active learning strategies equip instructors with practical tools to transform their classrooms into collaborative, inclusive, and engaged learning environments. This session is highly participatory and experiential, fostering conversation, reflection, and collaborative learning.

Room 1700

An Introduction to Appreciative Advising: Six Steps to Student Success

Kaitlin Gill (Messiah University)

This presentation introduces educators to the Appreciative Advising framework, a positive psychology approach that focuses on students' strengths, achievements, and potential rather than deficits and problems. Participants will explore the six phases of Appreciative Advising and learn how this methodology shifts conversations from problem-focuses to possibility-centered interactions.

11:00-11:50 Session Two:

Room 1200

Mentor Programs That Work: Evidence-Based Practices for Higher Education

Melissa Dietrich (Orbis Education)

Mentor programs are extremely versatile and can address many common higher education needs from supporting first-year or doctoral learners to onboarding new faculty/staff. However, poorly implemented mentor programs can lead to worse outcomes than no program at all. This session examines research-based evidence that supports common features of effective mentor programs.

Room 1700

Why Read: Wrestling with Our Personal Reading Histories

Karen L. Harrington (Messiah University)

As educators we often short-circuit the reading process to convey needed content rather than allowing our students to engage with and reflect on their learning. This workshop capitalizes on the reflective power of Personal Reading Histories to increase the engagement, critical thinking, and reflection skills of our students.

Room 1710

Evidence-Based Strategies for Supporting Neurodiverse Students in Higher Education

Laura Cunningham (Elizabethtown College)

This session provides higher education faculty with evidence-based strategies to support neurodiverse students' inclusion, access, and academic success. Participants gain practical approaches for modifying classroom.

Room 1520

Student to Student Feedback

Leslie Gates (Millersville University)

How can we create classroom cultures that foster honest, specific, and helpful feedback among students? Feedback is crucial for supporting students' learning and fueling students' artistic practice. This session will explore strategies for students giving and receiving feedback to one another.

12:00-12:40 Lunch

12:50-1:40 Roundtables:

Room 1520

How Do We Balance Inclusive Teaching Practices, Student Accountability, and Instructor Capacity?

Melissa Mullen Davis (Millersville University)

As faculty and instructional designers, how do we balance inclusive course design with student accountability and the limits of instructor capacity? We will focus on common challenges to this delicate balance and the different ways we can address them with best practices and sustainable solutions.

Room 1700

Eight Dimensions of AI Literacy

Charleton King, Michelle Bly (Lancaster Bible College)

We will briefly present on the 8 dimensions of AI literacies as outlined by Opened Culture. The 8 literacies provide a broad framework for how to engage with AI personally and academically. After a brief summary of the 8 literacies and examples of how each one could look in practice, participants will discuss the roundtable questions.

Room 1710

Cultivating Healthy Academic Habitats

Aaron Haines, Laura Weise-Cross (Millersville University)

This roundtable will explore how faculty can foster “healthy academic habitats” that promote lifelong learning and a growth mindset among diverse student populations. The conversation will also consider how technology can be integrated effectively without overshadowing interpersonal connections. Our goal is to learn from each other as we share practical approaches and pedagogical theories that create inclusive, supportive classroom environments where students thrive academically and personally.

Room 1200

Incorporating Self-Care while Teaching in Higher Education

Yanina Marti-Ramírez de Arellano, Bertha Saldaña-DeJesús (Millersville University)

This roundtable will explore self-care and well-being in the academic profession, focusing on the experiences of educators. Participants will reflect on lessons they wish they had learned earlier in their careers and share whether and how they maintain self-care routines. The discussion will highlight practical strategies used before, during, and after teaching, as well as approaches for balancing personal and professional responsibilities. Panelists will also discuss how they care for themselves after challenging interactions with students and sustain resilience over time.

1:50-2:40 Session Three:

Room 1520

Beyond ChatGPT Essays: Building Interactive Learning Activities with AI in Under an Hour

Paul Logan (Saint Joseph's University)

Discover how to use AI tools to create engaging, interactive learning activities—unfolding case studies, adaptive quizzes, branching scenarios—without coding skills. This workshop demonstrates practical examples from a graduate nursing course, includes a live build demonstration, and provides a replication toolkit with prompts and templates for immediate use.

Room 1620

Livening up Lecture-Based Learning

Kaitlin Gill (Messiah University)

Transform your traditional lectures into dynamic learning experiences that keep students engaged and enhance retention. This session explores practical, evidence-based strategies for incorporating active learning techniques, interactive elements, intentional breaks, and student participation into lecture formats without sacrificing content coverage.

Room 1710

Elevate Connection: Why Connection Matters and How to Foster it in Your Pedagogy

Kelly Waltman (Messiah University)

Connection is the often-overlooked ingredient in student success. This interactive session explores how elevating connection—to faculty, peers, and course content—enhances belonging, engagement, and academic outcomes. Participants will discover research-based strategies, reflect on their own practices, and leave with tangible tools to create connection-rich learning environments that foster thriving students.

Room 1700

The Feedback Is Worth Getting

A. Nicole Pfannenstiel, Leonora Foels, and Marie Firestone (Millersville University)

In this workshop, the presenters draw from experience creating multiple forms of student feedback methods to help attendees develop midsemester student feedback questions designed to illicit more useful student feedback. We will work with attendees to create their own mid-semester surveys to meet learner needs in their identified class.

2:50-3:40 Session Four:

Room 1200

Hot Takes on AI in Education

Joshua Swartz and William Illingworth (HiTech Podcast)

This roundtable experience explores relevant issues around AI in the form of "Hot Takes." Josh and Will crafted an experience for everyone to participate in as they feel comfortable where we will all engage with difficult subjects around AI. Audience participation is encouraged. Please arrive early and be ready to discuss as we will be hold timed, mini-debates. Come prepared with any of your "hot takes" on AI.

Room 1620

Listening to the World: Global Storytelling in the College Classroom

Timothy Shea (Messiah University)

This presentation explores how integrating global film and literature—such as *Persepolis*, *Watu Wote*, *The Present*, *Silence*, and *Purple Hibiscus*—cultivates empathy and intercultural understanding in college classrooms. Through storytelling, students learn to listen across cultures, deepening moral imagination and global awareness while connecting aesthetic analysis with ethical and human concerns.

Room 1710

Supporting Teacher Candidates Across Gender and Sexuality

Jennie Burke, Lara Willox, Aileen Hower, Allura Ralston (Millersville University), Buck Rodgers (School District of the City of York)

This session shares the work of a university task force committed to supporting LGBTQ+ teacher candidates. Presenters will highlight the group's process, emerging commitments, and ongoing dilemmas, and invite participants to discuss strategies for creating inclusive, equitable teacher preparation experiences across institutional and school-based contexts.

Room 1700

Supporting Student Pacing in Online Courses

Rocky Allinger, Katherine Clark, Cindi Kerns (Messiah University)

Ever have students fall behind in your online course? In this session, we'll share various strategies for supporting those executive functioning skills students need to pace coursework appropriately. Participants will leave with at least one concrete strategy to implement in their next course.

3:40 – 4:00 Conference Wrap Up and Prizes