



**49th Annual Conference of the  
International Society for Exploring Teaching and Learning**



**ISETL - October 11 - 13, 2018 - Tempe, AZ**

**Conference Program**

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## A Brief History of ISETL

In 1970, the International Audio-Tutorial Congress (IATC) was born with Sam Postlethwait as the first president. Over the ensuing thirty-three years, the name of the organization has changed several times, from the International Congress for Individualized Instruction (ICII), to the International Society for Individualized Instruction (ISII), to the International Society for Exploring Teaching Alternatives (ISETA), to its present International Society for Exploring Teaching and Learning (ISETL). Concurrently, there emerged other organizations which were also dedicated to improving the teaching and learning process. The most widely known of these organizations, whose names represent the teaching methodology advocated by its members, are Guided Design (GD), the Personal System of Instruction (PSI), and Computer-Assisted instruction (CAI). Although GD operated in conjunction with ICII/ISII, PSI and CAI evolved more independently.

In retrospect, the Tenth Annual Conference of ICII at the University of Windsor, Canada in 1980 was a milestone in the history of the Society. At the conference, the creators of Guided Design (Wales), PSI (Keller), and Audio-Tutorial Instruction (Postlethwait) gathered to participate in a special Honors Symposium at which they decided to merge their organizations into one. In 1982, ICII was renamed ISII to reflect this on-going collaboration which was now more than just a coming together at the annual conference. Past Presidents of ISII -- Wales, Wold, Marlin, and Klopfenstein -- adopted the name ISETA. In 1984, George Semb, the acting President of ISII, emphasized the computer as a central theme within the organization. Thus the last decades have witnessed the evolution of a number of media-oriented interest groups into our single society, which continues to grow and act as a valuable resource for educators who want to improve the teaching and learning process.

Throughout the years, the Conference Proceedings have documented the direction of the organization. ISETL members, as educational reformers, continue to do research on topics relevant to instructional design, instructional technology, and instructional strategies. ISETL members also examine issues such as active learning strategies, the teaching of large classes, distance learning, the relationship between society and technology, team-teaching, teaching evaluations, teaching related to promotion and tenure, economic constraints at learning institutions, the optimal use of evolving technologies, the development of process skills, and the reassessment of standards in education. Our broadening base will endure continued progress and will act as an incentive to attract new members to the Society. (Joseph E. J. Habowsky)

## ISETL Leadership

Board of Directors	Board Members	Officers
Jill L. Lane	Diane Chapman	Julie Schrock, President
Christine Remley	Tisha Duncan	Krista Terry, Past-President
Julie Schrock	Sharon Gilbert	Christie Burton, Treasurer
Krista Terry	Erica Moore	Windi Turner, Secretary
C. Edward Watson	Kisha Tracy	
	Clay Rasmussen	
	Shawn Robertson	
	Christian Rogers	

Presidents of the Society					
1970-71	Samuel Postlethwait	1981-82	Joseph Habowsky	1999-01	George Watson
1971-72	Dave Husband	1982-84	Charles Wales	2001-03	Bruce Saulnier
1972-73	Ben Meleca	1984-85	Blaine Carpenter	2003-05	Alexander Crispo
1973-74	Robert Hurst	1985-86	Donald Borchardt	2005-07	Susan Copeland
1974-75	John Hinton	1986-87	Jean Wold	2007-09	Peter Doolittle
1975-76	Sally Short	1987-88	James Marlin	2009-11	Angela Brown
1976-77	Stan Nelson	1988-90	Ken Klopfenstein	2011-13	Jill Lane
1977-78	John Zimmerman	1990-93	William Mullin	2013-15	Jerry Samples
1978-79	Mary Lynch	1993-95	Bonnie Johnson	2015-17	Krista Terry
1979-80	George Brown	1995-97	Kenneth Brown		
1980-81	Warren Dolphin	1997-99	Shirley Rickert		

Distinguished Fellows of the Society	
Samuel Postlethwait	Purdue University
Joseph E. J. Habowsky	University of Windsor
Charles Wales	West Virginia University
Kenneth Klopfenstein	Colorado State University
Jean E. Wold	California State University
Donald Borchardt	Rutgers University
Robert A. Stager	University of Windsor
A. Jeanne Miller	University of Central Florida
Eunice L. Krinsky	California State University, Dominguez Hills
Anne H. Nardi	West Virginia University
Bruce Saulnier	Quinnipiac University
Jerry W. Samples	University of Pittsburgh, Johnstown
Susan E. Copeland	Clayton State University
Peter E. Doolittle	Virginia Tech

### Conference Committee

Christine Remley	Chair
Sharon Gilbert	Conference Proceedings Editor
Jill Lane	Conference Program Editor
Tammy Wiley	Professional Conventions and Meetings, Inc.
Sheila Wood	Registrar

### Mission Statement

The purposes of the International Society for Exploring Teaching and Learning are to encourage the study of instruction and principles of learning in order to implement practical, effective methods of teaching and learning; promote the application, development, and evaluation of such methods; and foster the scholarship of teaching and learning among practicing post-secondary educators.

Society members are drawn from the arts, humanities, social sciences, natural sciences, engineering, nursing, business, education, and other disciplines and share a commitment to improving the quality of their teaching and the quality of their students' learning.

### Find Us on Social Media

Facebook: <https://www.facebook.com/ISETL/>

Twitter: @ISETL\_2018

### Subscribe to the ISETL Newsletter

<http://eepurl.com/bGyBfX>

## Schedule at a Glance

### Thursday, October 11, 2018 – Morning Sessions

Time	Event/Location	Augustine	Capistrano	Colonnade	Ironstone
7:00 a.m.	Registration opens				
8:00 a.m.		Breakfast - Palm B & C			
9:00 - 10:00 a.m.		<b>Keynote Address – Palm B &amp; C</b> Krista Terry, Ph.D. <i>Appalachian State University</i>			
10:00 - 10:20 a.m.		<b>Purposeful Pedagogy: Navigating Technology and Change in Higher Education</b>			
		Break			
10:20 - 11:10 a.m.	Building Community Using Experiential Education with Elementary Preservice Teachers in A Social Studies Methodology Course  Speicher, Stephanie	What Do Students Learn in Courses that Utilize High Impact Practices?: Lessons Learned from Student Learning Outcomes  Simons, Lori Marshall, Charlotte	Promoting Noncognitive Factors Across Higher Education with Arts-Based Pedagogy  Hipp, Jamie	Roundtable: Developing Partnerships for Interdisciplinary Design-Based Learning  Sylvia IV, J.J. Shell, Leonora Beasley, DeAnna Penick, Clint	
11:20 - 12:10 p.m.	Self-Care at the University: Addressing It in the Faculty for the Good of Our Students  Buskirk-Cohen, Allison Mutchler, Matthew	Designing and developing CLEAR (Collaborative Learning in Engaging, Active, Relevant courses) online instruction  Terry, Krista Cheney, Amy McClannon, Terry	The Effects of a Leadership Development Program for Community College Students: A Mixed-Methods Research Study.  Rubin, James	Roundtable: Learning to Adapt to the Needs of Returning Adult Students: Does Race Matter?  Allen, Antija	
12:10 p.m.		Lunch <i>(On your own or with ISETL friends)</i>			

### Thursday October 11, 2018 – Afternoon Sessions

	Augustine	Capistrano	Colonnade	Ironstone
1:30 - 2:20 p.m.	Affective Upending and Intellectual Growth in Constructivist Classrooms: Grappling with Uncertainty Duncan, Tisha Delaney, Mary Kay	Using Travel Abroad to Infuse Multi-Sensory Immersion into a Static Curriculum McLaughlin, Emily	What Do Student Learn in Courses That Utilize High Impact Practices? Lessons Learned from Service Impacts on Student Learning Simons, Lori Marshall, Charlotte	Meaning-Making for Students: An Interactive Experience of Finding Belonging, Purpose, Storytelling, and Transcendence Wu, Kathy Buskirk-Cohen, Allison
2:30 - 3:20 p.m.	Effects of Peer Coaching on Student Learning Outcomes in Online Leadership Education Trinh, Mai Noonan, Kathryn	Who Cares About An Assignment Once It's Graded? Everyone Will If It's a Renewable Assignment Burton, Christie	An experiment comparing the effects of passive vs active teaching methodologies on learner outcomes Martinson, Brian	Roundtable: Kill Your Darlings: An Academic Roundtable Presentation on the Futility of Assessing Process McCall, Jessica Mutchler, Matthew
3:20 p.m.	Break			
3:40 - 4:30 p.m.	It's not free food but... converting classes to open educational resources Miller, Antoinette	Following the Footsteps of a College Department's Conversion from Textbooks to Open Educational Resources (OER) Cummings-Clay, Denise	An Interdisciplinary Workshop to Develop Reflective Critical Thinking with College Students Michaels, Natalie	A Mini-research Project: Creating Interest and Active Participation Quesenberry, Peggy Kincade, Doris
4:40 - 5:30 p.m.	Stepping backward to leap forward: Creating a scalable Course Design Institute for busy faculty members Chapman, Diane D. James, Douglas L.	Music Soothes the Savage Beast: Using Music to Reduce Test Anxiety in the Classroom McCaughern-Carucci, James	PowerPoint: If you're not facilitating learning, what's the point? Hilder, Janet	The Murder Mystery: Introducing Systems Theory Using a Group Activity Herman, Andrew
	Dinner (On your own or with ISETL friends)			

# Friday, October 12, 2018 – Morning Sessions

Event/Location				
Breakfast and Announcements – Palm B & C				
Time	Augustine	Capistrano	Colonnade	Ironstone
7:00 - 7:50 a.m.				
8:00 - 8:50 a.m.	Mentoring International Teaching Assistants into the Community of Practice of Content Area Instruction in Higher Education  Williams, Gwendolyn Case, Rod	Help! I'm seeing more adults with disabilities in my courses: How can I teach?  Leytham, Patrick Dawson, Shirley	Hybrid Simulation (Virtual +High Fidelity): a Maternal Child Education Strategy  Goldsworthy, Sandra Ferreira, Carla Shajani, Zahra Snell, Diana	Peer Observational Learning  Loes, Cate Warren, Lee
9:00 - 9:50 a.m.	Improve Teaching Efficacy and Job Satisfaction Through Mindfulness  Williams, Christine	Critical Thinking, Active Learning Techniques in a Learner-Centered Environment  Limbach, Barbara	Communicating Ideas Visually  Schnepp, Jerry Rogers, Christian	Teaching through Questioning  Benko, Steven Schrock, Julie
9:50 a.m.	Break			
10:10 - 11:00 a.m.	Adding new tools to your teaching toolbox: Peer Coaching as a Collegial Professional Development Strategy Across Disciplines  Turissini, Lisa	Are my students' learning? Exploring interactive methods for formative assessments  Moore, Erica	From Signature Pedagogy to Research: Student Engagement Interventions in Three Disciplines  Kiefer, Cynthia DiPietro, Dori Hebert, Cheryl	Serving up learning by serving – how to bring the community into your classroom  Miller, Antoinette Lane, Jill
11:10 - 12:00 p.m.	Mining for gold: Brilliant activities to help students understand the value of diverse perspectives and teamwork.  Thomas, David	Honing our Culturally Responsive Teaching Skills.  Mower, DeeDee Rasmussen, Clay Stewart, Penée	When a diversity case study morphs into a topic for classroom debate: When students have better ideas!  Quesenberry, Peggy Kincade, Doris Griffith, Roger	Bridging the Divide – Creating Social Justice Agency with Preservice Teachers  Speicher, Stephanie
12:00 p.m.	ISETL Conference Lunch and Awards - Palm B & C			



**Friday October 12, 2018 – Afternoon Sessions**

	Augustine	Capistrano	Colonnade	Ironstone
1:30 - 2:20 p.m.	One Possibility of Future Learning: Immersive and Digital Experiences  Cooper, Shannon Rogers, Christian Schnepp, Jerry Renguette, Corinne	Assessing Faculty and Instructional Designer Collaboration to Meet 21st Century Learning Needs: A Shared Journey  Agamba, Joachim	Inquiry-based instruction in the classroom: An Introduction to the POGIL pedagogy method  Mutsuddi, Adity Greer, Melinda	The Skit Designer – The Missing Role in the Team-based Learning Puzzle  Cummings-Clay, Denise
2:30 - 3:20 p.m.	Critical Thinking in Crisis (again.... still)!  Remley, Christine M.	Benefits and Challenges of Online Learning---Perspectives from Personal Teaching Experiences  Huang, Yan	Get Involved in ISETL!  Schrock, Julie – ISETL President Remley, Christine – Conference Chair	Roundtable: What should be faculty's role in student retention? A Roundtable Discussion on Student Retention  Alexander, Melina Dawson, Shirley Callahan, RC
3:20 - 4:00 p.m.	Poster Session and Light Refreshments Abbey Room			

## Friday, October 12, 2018 – Poster Sessions

Posters & Presenters	
1	Supporting teachers of color: Bridging literacy experiences into classroom practices <i>Hung, Yun-Ting</i>
2	Teaching Techniques and Other Antecedents of Student Learning – Exploring the Practical Application of SoTL <i>Daniel, Bonnie; Hammond, Kevin; Tewari, Rachna; Webster, Robert; Bruce, Melanie; Darroch, Barbara</i>
3	Problem solving through scaffolding the mind and mapping an innovative lesson plan. <i>Singh, Ashira</i>
4	Lab Portfolios: do they improve academic success for introductory biology labs? <i>Price, Callie</i>
5	Frequent Testing Method as an Alternative to Enhance Learning in Higher Education <i>Gandhi, Subi; Faulkenberry, Thomas; Leach, Lesley</i>
6	Incorporating Diversity and Inclusion into STEM Courses – Can it be as easy as pi?? <i>Mallory, Bradford; Darling, Natalia; Contreras, Ashley; King, Karen</i>
7	The Digital Reboot: How Can We Help Teachers Learn to Differentiate for Their Students Using Technology? <i>Robertson, Shawn</i>

### Saturday, October 13, 2018 – Morning Sessions

Time	Event/Location	Breakfast <i>Palm B &amp; C</i>		
7:00 -7:50 a.m.		Augustine	Capistrano	Colonnade
8:00 -8:50 a.m.	FUN with Evidence Based Learning: Fundamental, Useful and Natty Teaching Practices to Promote Student Success.  Packer, Colleen	The International Space Station Simulation: Lessons from NASA on Intercultural Teamwork  Hirshorn, Jessica	The Journey Home: A Roundtable Discussion on Building an Informed and Empathetic Community of Veteran and Non-Veteran Students  Culp, Todd Waters, Mark	
9:00 -9:50 a.m.	Using student reflection to improve information literacy instruction  Grabowsky, Adelia	Action research and beyond: Guiding the process for novice researchers  Jorgensen, Donna	Leveraging Technology Tools to Facilitate Dynamic Online Discussions and Student Engagement  Scholar, Brent Lake, Brendan	
9:50 a.m.		Farewells		

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**2018 ISETL Conference – Presentation Abstracts***(listed in order of appearance)***Thursday, October 11, 2018****7:00 a.m.****Registration Opens****8:00 – 9:00 a.m.****Breakfast**

Courtyard West

**9:00 – 10:00 a.m.****Keynote Address**

Courtyard West

**Krista Terry*****Purposeful Pedagogy: Navigating Technology and Change in Higher Education***

The past decade has been marked by many changes in higher education – new methods, new approaches, and new models of instruction. With more predicted change on the horizon, how do we as faculty members, keep our ‘eye on the ball’ when it comes to facilitating student learning? How do we know when to embrace change, question change, or facilitate change? Which strategies do we adopt, and which do we question?

During this keynote address, past ISETL President Krista Terry will provide a retrospective look at how the higher education teaching and learning has changed during the past decade and will identify trends on the horizon that could potentially impact our practice as educators. Audience members will be engaged with discussing key foundational principles of pedagogy that can help us remain purposeful as we strive to facilitate active, engaged learning experiences for our students.

10:20 – 11:10 a.m.

Augustine

**Building Community Using Experiential Education with Elementary Preservice Teachers in a Social Studies Methodology Course**

Stephanie Speicher, Weber State University

Preservice teachers report feeling inadequately prepared to educate for social justice when entering the classroom. To combat the lack of preparation in this critical area, learning communities created with experiential methods may be the flexible pedagogical tool to increase the conceptualization of teaching for social justice. This presentation will review a qualitative case study which examined an experiential methodology that can prepare preservice elementary teachers to teach for social justice, particularly within an elementary social studies context.

Capistrano

**What Do Students Learn in Courses That Utilize High Impact Practices?: Lessons Learned from Student Learning Outcomes**

Lori Simons, Widener University  
Charlotte Marshall, Widener University

Institutions of higher education (IHE) have incorporated high-impact practices (HIPs) in liberal arts curricula so that students can systematically analyze the conditions that lead to racial and economic disparities in the community. HIPs range from first-year seminars and service-learning to diversity learning and internships. This study compares student learning outcomes for 1,500 students enrolled in general education courses that utilize service-learning, diversity learning, and experiential learning as primary pedagogical methods. Strategies that contributed to problem-solving, cultural competence, social justice attitudes, leadership skills, and civic responsibility outcomes in undergraduates are discussed. This presentation will compare service-learning, diversity-learning and practicum/internship strategies. Then the assessment of student learning will be described and how data is used to make improvements in teaching will be explained. Student learning outcomes will be summarized. Key findings that highlight how specific teaching practices are associated with explicit student learning outcomes (i.e., cultural competence) will be discussed.

Colonade

### **Promoting Noncognitive Factors Across Higher Education with Arts-based Pedagogy**

Jamie Hipp, Louisiana State University

At the conclusion of class, do you ask a comprehension question only to hear crickets? Do students struggle to stay engaged and motivated? Do you notice a lack of participation and collaboration? In this highly experiential interactive teaching session, participants will engage in a variety of research-based performing arts strategies to improve both cognitive factors (measured by tests) and noncognitive factors including engagement, motivation, communication, participation, collaboration, and empathy.

Ironstone

### **Developing Partnerships for Interdisciplinary Design-based Learning**

J.J. Sylvia IV, Fitchburg State University

Leonora Shell, North Carolina Museum of Natural Sciences

DeAnna Beasley, University of Tennessee at Chattanooga

Clint Penick, Arizona State University, The Biomimicry Center

This session highlights projects that integrate design-based learning practices and emphasize different approaches to interdisciplinary institutional collaboration. These include an experimental design course taught across multiple departments, a communication course with critical making projects working with libraries, a grant-funded science/art partnership, and citizen science projects that featured collaboration between museum-based scientists and educators in order to involve students in authentic scientific research. Each cross-curricular partnership offered alternative perspectives to making observations, participating in scientific research, solving problems and designing solutions. These projects each offer a unique collaborative approach that offer potential templates for participants at their own institutions.

11:20 - 12:10 p.m.

Augustine

**Self-Care at the University: Addressing it in the Faculty for the Good of Our Students**

Allison Buskirk-Cohen, Delaware Valley University

Matthew Mutchler, Delaware Valley University

Have you noticed that faculty who were once highly-engaged at the institution now seem angry, isolated, and hypersensitive? Do you often feel a reduced sense of accomplishment or find yourself overwhelmed? Rather than viewing these characteristics as negative personality traits, we might consider them as symptoms of burnout or compassion fatigue. In this interactive session, participants will learn about these conditions and how to address them with appropriate self-care. Strategies for self-care will be modeled, with discussion focused on how nurturing our own well-being allows us to better tend to our students.

Capistrano

**Designing and Developing CLEAR (Collaborative Learning in Engaging, Active, Relevant courses) Online Instruction**

Krista Terry, Appalachian State

Amy Cheney, Appalachian State

Terry McClannon, Appalachian State

While models and methods for designing online courses are beginning to proliferate, many fall short of addressing the 'deep pedagogy' of engaging students in constructivist, collaborative and active learning. This session will focus on providing participants with strategies, methods and guidelines for designing online courses that engage students in collaborative and active learning strategies.

Colonade

**The Effects of a Leadership Development Program for Community College Students: A Mixed-Methods Research Study**

James Rubin, Paradise Valley Community College

Rowdy Duncan, Phoenix College



This presentation will highlight findings from a mixed-methods study that examined leadership skill development of students in multi-level leadership courses at a large (8000 students) community college. Students were given the Socially Responsible Leadership Scale as a pre- and post-test to measure their learning of an experiential course(s) based on the Social Change Model of Leadership (SCM). In addition, alumni of the leadership class(es) were interviewed to explore their leadership beliefs before and after their undergraduate career.

Ironstone

### **Learning to Adapt to The Needs of Returning Adult Students: Does Race Matter?**

Antija Allen, Teachers College, Columbia University

This session will present unexpected findings of a research study which explored the teaching approaches that faculty on satellite campuses and community college campuses utilize when educating returning adult students. Attendees will have the opportunity to examine how race and upbringing can influence faculty's teaching approaches.

**12:10 – 1:30 p.m.**

### **Lunch on Your Own or with ISETL Friends**

**1:30 – 2:20 p.m.**

Augustine

### **Affective Upending and Intellectual Growth in Constructivist Classrooms: Grappling with Uncertainty**

Tisha Duncan, Meredith College  
Mary Kay Delaney, Meredith College

Understanding knowledge as certain and fixed, many emerging adults expect learning in school to be structured toward "right answers," and are uncomfortable when we require more open-ended problem-solving. Yet work in the disciplines and professions requires understandings of knowledge as tentative and learning as partially uncertain. Uncertainty in coursework, i.e. taking on open-ended assignments, creates discomfort and anxiety for many students. It also can lead to deeper learning. Join us as we share examples of how we create uncertainty in our classrooms, our rationale, some lessons

learned in supporting students in disequilibrium in the learning process, and the benefits.

Capistrano

### **Using Travel Abroad to Infuse Multi-Sensory Immersion into a Static Curriculum**

Emily McLaughlin, Indiana University-Purdue University Indianapolis

There are many subjects in higher education, such as history, which can be somewhat static in nature, leading to course delivery methods which utilize traditional lectures, customary memorization, and routine examinations. The unchanging quality of these subjects, however, offer an opportunity to evolve the pedagogy in these classes to include a forward-thinking format which allows a virtual learner to explore the subject matter via a study abroad experience. The purpose of this interactive presentation is to share ways in which an instructor can transition a course from a customary format to a travel abroad experience which can enrich cultural understanding, enhance knowledge and empathy, and assist faculty with broadening the depth of their academic program.

Colonade

### **What Do Students Learn in Courses That Utilize High Impact Practices?: Lessons Learned from Service Impacts on Student Learning**

Lori Simons, Widener University

Charlotte Marshall, Widener University

Institutions of higher education (IHE) have incorporated high-impact practices (HIPs) in liberal arts curricula so that students can systematically analyze the conditions that lead to racial and economic disparities in the community (Kuh & O'Donnell, 2013; Quaye & Harper, 2007). HIPs range from first-year seminars and service-learning to diversity learning and internships (Kuh and O'Donnell, 2017). This study compares student learning outcomes for 1,500 students enrolled in general education courses that utilize service-learning, diversity learning, and experiential learning as primary pedagogical methods. Strategies that contributed to problem-solving, cultural competence, social justice attitudes, leadership skills, and civic responsibility outcomes in undergraduates are discussed. This presentation will describe HIPs as innovations in teaching and learning. It will then describe and explain assessment strategies, how assessment is continual, and how data is used to make improvements in teaching. Student learning outcomes derived from 1500 students over the past 15-years will be summarized. Key findings that highlight how specific teaching practices are associated with explicit student learning outcomes (i.e., cultural competence) will be discussed.

Ironstone

**Meaning-making For Students: An Interactive Experience of Finding Belonging, Purpose, Storytelling, And Transcendence**

Kathy Wu, Delaware Valley University

Allison Buskirk-Cohen, Delaware Valley University

In a performance-oriented society, students are primarily motivated by extrinsic rewards or punishments, such as high grades/salary, or failure/reduced access to consumer goods. They are detached from the process of enriching their worldviews and gaining meaningful skills. Additionally, students are facing extraordinary psychosocial stressors, ranging from financial hardships to mental health concerns. Thus, for many, the coursework is not about scholarship, but managing to-do-lists. This workshop poses an alternative to helping students achieve a harmonious sense of success and happiness. Finding life's deeper meaning will be demonstrated in a scavenger hunt for belonging, purpose, storytelling, and transcendence.

**2:30 – 3:20 p.m.**

Augustine

**Effects of Peer Coaching on Student Learning Outcomes in Online Leadership Education**

Mai Trinh, Arizona State University

Kathryn Noonan, Arizona State University

In this research, we examine the effects of peer coaching as a pedagogical technique on student learning outcomes in an online leadership development course at the undergraduate level. We found that peer coaching not only helped students learn from their peers' diverse experience and feel more connected in an online environment, but also made them understand and apply class concepts better and be more engaged in the class overall. Our results suggest that peer coaching is an effective, easy to implement, and personally engaging pedagogical practice that can be applied broadly in online education to enhance students' learning and connectedness.

Capistrano

**Who Cares About an Assignment Once It's Graded? Everyone Will if It's a Renewable Assignment**

Christie Burton, Clayton State University

Faculty spend considerable time developing assignments that they think will engage their students and assess their learning, but what happens to these assignments after they've been completed? Unfortunately, many a project or paper ends up in the trash can after students receive their grade. What if you could extend the life of those assignments beyond one student and one purpose? In this presentation you will discover how to convert assignments from ones that are , "good but disposable," to , "better and renewable," , increasing the value of those tried and true activities for current and future students.

Colonade

**An Experiment Comparing the Effects of Passive vs Active Teaching Methodologies on Learner Outcomes**

Brian Martinson, Tarleton State University

Considerable research has been published extolling the virtues of student engagement and its effect on learning. However, much of the research avoids discussing the direct connection between engagement and learning. This presentation attempts to explicate the , "black box," connecting engagement to learning by highlighting the results of an experiment comparing learning outcomes derived from two separate teaching methodologies. A traditional lecture approach was compared to an active learning method that engaged the students a la the flipped classroom approach. The results of the experiment will be discussed and additional research on the connection between engagement and learning will be reviewed.

Ironstone

**Kill Your Darlings: An Academic Roundtable Presentation on The Futility of Assessing Process**

Jessica McCall, Delaware Valley University

Matthew Mutchler, Delaware Valley University

Education is a process not a product and the idea that critical thinking can be measured in a standardized test is a logical fallacy developed in response to the devaluing of education as a capitalist driven product. Students graduate from high school disillusioned with learning, convinced it is a dull, basically useless affair, and educators consistently misinterpret acceptable reproduction of preexisting answers as self-generated learning. Students are assessed not on their imagination, curiosity, or ability and willingness to put themselves in dialogue with the world around them, but rather on their conformation to a structure invested in silencing the revolutionary thought it purports to value.

**3:20 – 3:30 p.m.**

**Break**

3:40 – 4:30 p.m.

Augustine

**It's Not Free Food But... Converting Classes to Open Educational Resources**

Antoinette Miller, Clayton State University

As textbook prices seem to go ever higher, students are often faced with the difficult choice of spending money on their textbooks or on other necessities. Faculty know the importance of access to course materials but are often left with few options. Fortunately, there are increasing numbers of open educational resources (OERs) available. In this presentation we'll share our reasons for converting our introductory psychology course to an OER, how we did it in multiple course formats, and the impacts both on our students and our own instruction. We'll also discuss ways to incorporate OERs into other disciplines.

Capistrano

**Following the Footsteps of a College Department's Conversion from Textbooks to Open Educational Resources (OER)**

Denise Cummings-Clay, Ph.D., Hostos Community College/City University of New York (CUNY)

As part of an Achieve the Dream grant-supported consortium, an Early Childhood Education program at an urban community college, located in the South Bronx, is converting to a completely OER-based program to ease the disadvantage caused by the cost of for-profit published content. This workshop will explore: 1. the process faculty used to develop OER for each course, including deciding whether to adopt, adapt, or create OER resources; 2. the essential relationship between library and teaching faculty; and, 3. The findings from the presenter's research study conducted comparing OER sections and textbook-reliant sections of the department's required foundations course. Attendees will be able to recognize the benefits of changing from college textbook usage to OER.

Colonade

**An Interdisciplinary Workshop to Develop Reflective Critical Thinking with College Students**

Natalie Michaels, Belmont University

Teaching content is not always easy, but how do you also teach students to take this information and synthesize strategies that enable them to make good sound decisions outside of the classroom? Teaching students to actively utilize higher-level critical thinking strategies for good decision-making can be very challenging. Yet, this learning is crucial for many occupations if individuals are to work safely in the field. In this presentation, you will learn how to develop a workshop, and create activities specific to your student population, not only to engage them, but to motivate them to think on a higher level.

Ironstone

**A Mini-research Project: Creating Interest and Active Participation**

Peggy Quesenberry, Virginia Tech  
Doris Kincade, Virginia Tech

Introducing and maintaining undergraduate interest in a research project can be a challenge. The mini-research project was presented as an opportunity for students to learn about something in which they were personally interested. This group of juniors and seniors began with selecting topics, then learning about the IRB process, which really piqued their interest. Results of the projects were varied, some limited by the topic, others by the manner in which students administered surveys. Students prepared abstracts and poster presentations to share projects, overview of questions, and selected interesting or unexpected results.

4:40 – 5:30 p.m.

Augustine

**Stepping Backward to Leap Forward: Creating A Scalable Course Design Institute for Busy Faculty Members**

Diane D. Chapman, NC State University  
Douglas L. James, UNC - Chapel Hill

Faculty are busy professionals with diverse and multidimensional roles. One especially challenging role can be that of course designer. Instructors are often hired for subject matter expertise but are seldom trained in course design. NC State University offered a Course Design Institute designed specifically for the needs of busy faculty members from 25 disciplines who sought to efficiently and effectively design or redesign a course. In this session, you will review the content and format of the Institute, then discuss how to customize this model for personal or institutional use.

Capistrano

**Music Soothes the Savage Beast: Using Music to Reduce Test Anxiety in The Classroom**

James McCaughern-Carucci, St. Johns River State College - St. Augustine

A number of studies indicate that testing anxiety negatively impacts student performance and may also lead to poor understanding of study material, poor study habits and attendance issues. Music therapy is one of many therapeutic modalities which demonstrates some efficacy in helping students manage test anxiety and improve academic performance. In this presentation you will learn how music can be incorporated into courses to reduce testing anxiety, promote relaxation, elevate mood and improve student performance.

Colonade

**PowerPoint: If You're Not Facilitating Learning, What's the Point?**

Janet Hilder, Virginia Tech

As with any other technology, the power of PowerPoint lies not in the fact that it is used but instead in how it is used. In this session, participants will consider from their own experience what makes slides , "good," in the classroom, and then see how those ideas



hold up against what we know about how humans learn. They will learn presentation design strategies honoring cognitive principles and will then identify slides designed in accordance with such strategies.

Ironstone

### **The Murder Mystery: Introducing Systems Theory Using A Group Activity**

Andrew Herman, State University of NY at Geneseo

Systems are all around us and are relevant in many of our disciplines. Certainly, in the natural and social sciences systems play an integral role in how the world works. The goal of this session is to provide a way to introduce the key concepts of systems theory to students by having them experience a system at work by trying to solve a murder mystery. By reflecting on the experience of completing the activity, all the concepts of systems are readily exposed and, hopefully, better understood since they have been personally experienced.

**5:30 p.m.**

**Dinner on Your Own or with ISETL Friends**

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**2018 ISETL Conference – Presentation Abstracts***(listed in order of appearance)***Friday, October 12, 2018****7:00 – 7:50 a.m.****Breakfast & Announcements**

Courtyard West

**8:00 – 8:50 a.m.**

Augustine

**Mentoring International Teaching Assistants into The Community of Practice of Content Area Instruction in Higher Education**

Gwendolyn Williams, Auburn University  
Rod Case, University of Nevada, Reno

This presentation will describe a qualitative research study that examined how international teaching assistants learned to teach in higher education and offer strategies for higher education professionals to mentor ITAs as they learn discipline specific teaching strategies.

Capistrano

**Help! I'm Seeing More Adults with Disabilities in My Courses: How Can I Teach?**

Patrick Leytham, Touro University Nevada  
Shirley Dawson, Weber State University

The educational pendulum has swung towards the side where everyone is expected to attend college, including adults with disabilities. Disability Resource Centers determine what necessary accommodations must be provided but not direction on how to implement. This session will demonstrate several teaching strategies that can be implemented when an adult with a disability attends your course.

## Colonade

**Hybrid Simulation (virtual +high Fidelity): A Maternal Child Education Strategy**

Sandra Goldsworthy, University of Calgary

Carla Ferreira, University of Calgary

Zahra Shajani, University of Calgary

Diana Snell, University of Calgary

Lack of experiential learning has implications for both nursing education and practice. Simulation offers nursing students a challenging yet safe environment to explore and meet the expectations of nursing as a practice discipline. The aim of this presentation will be to describe one part of a five-phased quasi-experimental study among nursing undergraduate students. Specifically, a hybrid approach (virtual + high fidelity simulation) to maternal child education will be highlighted. The research method and results will be presented along with lessons learned and practical tips for educators on designing a similar simulation using a hybrid approach.

## Ironstone

**Peer Observational Learning**

Cate Loes, Belmont University

Lee Warren, Belmont University

This presentation considers the use of peer observational learning experiences to improve teaching and enhance student skill development. Bandura (1986) asserts that much of what is learned through direct experience can also be learned through observation, suggesting that observation is particularly valuable in contexts where the behavior to be learned is complex and sophisticated, and trial-and-error learning can be time-consuming and costly. We use the four sub-processes proposed in Social Cognitive Theory (Bandura, 2001) to construct meaningful observational experiences, including the observation of peers rather than the use of expert models. The study is based on three years of peer-observations and demonstrates increased learning due to the pedagogy of observation.

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9:00 – 9:50 a.m.

Augustine

**Improve Teaching Efficacy and Job Satisfaction Through Mindfulness**

Christine Williams, West Chester University

Dara Dirhan, West Chester University

Teaching can be frustrating with challenging students, less than ideal classroom settings, faulty technology and so on. These issues can deteriorate one's joy of teaching or simply having a great day. By incorporating mindfulness techniques, the instructor can operate a more productive classroom and increase student engagement while also boosting one's satisfaction of teaching.

Capistrano

**Critical Thinking, Active-learning Techniques in a Learner-Centered Environment**

Barbara Limbach, Chadron State College

This presentation will demonstrate practical and creative teaching and learning techniques that may be utilized in a variety of disciplines. Participants will be actively engaged while learning a five-step pedagogical process to transition courses toward one that develops critical thinking skills in a learner-centered (student-engaged) environment and provides a means of measurement and analysis of student learning and performance to ensure quality courses and programs. Participants will develop instructional techniques to flourish in creating a critical thinking, active-learning, high-impact, learner-centered environment. Once accomplished at the course level, educators can continue to utilize the model as evidence of meeting accreditation standards.

Colonade

**Communicating Ideas Visually**

Jerry Schnepf, Bowling Green State University

Christian Rogers, IUPUI

If it's true that a picture is worth a thousand words, then why are we communicating mostly with text? The truth is that many ideas are more easily and more accurately communicated visually. Children seem to understand this. However, most adults are hesitant to draw, having been enculturated through years of an educational system

that devalues drawing in favor of writing. Fortunately, the drawing ability that has remained dormant for years can be revived easily with a few short practice exercises. In this presentation, participants will rediscover their ability to communicate visually by working through a set of sketching exercises. Through practice and evaluation, they will regain their confidence. Armed with this rediscovered skill, participants will feel confident to redesign presentation slides, class material, and meeting notes to more accurately and effectively communicate complex ideas.

Ironstone

### **Teaching Through Questioning**

Steven Benko, Meredith College  
Julie Schrock, Meredith College

Questioning as a pedagogical strategy facilitates students' exploring complex ideas, uncovering assumptions, analyzing concepts and distinguishing what is known and what is not (Paul & Elder, 2007). The use of questioning results in students being more active and engaged. In this session participants will view and analyze an example of teaching through Socratic questioning and practice this form of pedagogy. Participants will gain the knowledge and skills to use this form of questioning in their teaching.

**9:50 – 10:10 a.m.**

### **Break**

**10:10 – 11:00 p.m.**

Augustine

### **Adding New Tools to Your Teaching Toolbox: Peer Coaching as a Collegial Professional Development Strategy Across Disciplines**

Lisa Turissini, Marymount University

Faculty tend to teach in isolation without the time or comfort level to share successes and failures and develop new ways to reach the diverse learners in today's classrooms. So how would you feel about a support system where you can talk about teaching that invigorates your passion for the classroom? What about trying new strategies, engaging your students, and getting unbiased, formative feedback? In this presentation, we will examine a five-year peer coaching study, try out the most popular strategies faculty chose to add to their teaching toolbox and alleviate any fear of being observed.

Capistrano

**Are My Students' Learning? Exploring Interactive Methods for Formative Assessments**

Erica Moore, Lock Haven University

Have you been interested in exploring interactive formative assessment tools? This session will focus on identifying the guiding principles behind effective formative assessments and modifying the instructional design to embed options for measuring student learning. Participants will gain knowledge on select formative assessment practices that can transform how students view the learning process. These strategies can be differentiated to meet the diverse learning abilities of students in various disciplines. Participants will also have the opportunity to engage in several formative assessment strategies for an authentic classroom experience in order to generalize these concepts into other learning environments.

Colonade

**From Signature Pedagogy to Research: Student Engagement Interventions in Three Disciplines**

Cynthia Kiefer, Scottsdale Community College  
Dori DiPietro, Mesa Community College  
Cheryl Hebert, Estrella Mountain Community College

What do contemplative pedagogy, structured written reflection, and anonymous structured texting via a polling app have in common? They reflect student engagement pedagogy, are supported by an evidence-base in the literature and can inspire practical instructional methods. Also, your presenters for this session conducted research studies on these topics, courtesy of an institutional research fellowship this past year. In this session, the presenters will present their individual research studies while engaging participants in a unified, interactive session.

Ironstone

**Serving Up Learning by Serving - How to Bring the Community into Your Classroom**

Antoinette Miller, Clayton State University  
Jill Lane, Clayton State University

You may have heard of service learning but may have thought it wasn't something that you could do with your course. In this session we'll frame the benefits and challenges of academic community engagement, share ways that we have brought it into a wide

variety of classes across our campus, and work with participants to brainstorm and develop project ideas for their own courses. Participants should come to this session prepared to brainstorm and develop a framework for implementing community engagement activities in their courses.

**11:10 a.m. – 12:00 p.m.**

Augustine

**Mining for Gold: Brilliant Activities to Help Students Understand the Value of Diverse Perspectives and Teamwork**

David Thomas, Arizona State University

Developing a repertoire of high impact experiential activities is like mining for gold. With effort, we hit , "pay dirt," - activities that consistently yield excellent student engagement and learning breakthroughs. On occasion, we'll find , "gold nuggets," that are destined to become centerpieces in our teaching repertoire. Join me as I share some of the , "gold nuggets," I have found over my 20 plus years of teaching undergraduate students. These particular nuggets are experiential activities that can be applied across disciplines to help students understand the value of diverse perspectives and teamwork. Bring your own gold nuggets, and let's share our riches.

Capistrano

**Honing Our Culturally Responsive Teaching Skills**

DeeDee Mower, Weber State University

Clay Rasmussen, Weber State University

Penée Stewart, Weber State University

There are countless ways teachers believe they are being culturally responsive in their teaching. Yet, studies reveal that many teachers inherently perpetuate practices which further suppress and work against culturally responsive practices. This presentation will define culturally responsive teaching, identify individual practices that perpetuate non-culturally responsiveness, and suggest ways to modify teaching to make it more culturally responsive.



## Colonade

**When a Diversity Case Study Morphs into a Topic for Classroom Debate: When Students Have Better Ideas!**

Peggy Quesenberry, Virginia Tech

Doris Kincade, Virginia Tech

Roger Griffith, New River Community & Technical College

Diversity is a word used often throughout many courses and workshops to educate undergraduate students. Students also want to learn how to address diversity and related issues in the workplace not only after graduation, but during internships, and field studies. A class of mostly seniors, included a section on issues they might encounter. In the initial discussion, several questioned how, or if, they should address in any way, actions their employer might do that could be very controversial or perceived as such, by the intended target market, reader, viewer, or employee.

## Ironstone

**Bridging the Divide - Creating Social Justice Agency with Preservice Teachers**

Stephanie Speicher, Weber State University

Preservice teachers report feeling inadequately prepared to educate for social justice when entering the classroom. To combat the lack of preparation in this critical area, learning communities created with experiential methods may be a flexible pedagogical tool to increase social justice agency with preservice teachers. Enhancing social justice agency among preservice teachers is central to creating classroom environments where students can pose critical questions about society and explore the , "ism's," that impact the lives of people around the world. This interactive workshop will guide educators through discussions and activities to increase social justice agency among preservice teachers.

**12:00 –1:20 p.m.**

**ISETL Conference Luncheon**  
**Courtyard West**

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1:30 – 2:20 p.m.

Augustine

**One Possibility of Future Learning: Immersive and Digital Experiences**

Shannon Cooper, Indiana University School of Medicine

Christian Rogers, IUPUI School of Engineering & Technology

Jerry Schnepf, Bowling Green State University

Corinne Renguet, IUPUI School of Engineering & Technology

We want our students to experience the world around them and learn from those experiences. We often call this experiential learning. To accomplish this, we will send students out into the wild without considering the best ways to support them. What if there was a way to better support them and bring the instructor along for the ride? This presentation will showcase an educational platform that is currently supporting students in an experiential learning environment and how this and other tools can be used to provide just-in-time teaching and reflection opportunities as students are in the field.

Capistrano

**Assessing Faculty and Instructional Designer Collaboration to Meet 21st Century Learning Needs: A Shared Journey**

Joachim Agamba, Idaho State University

This interactive session will consist of a shared journey of an instructional designer's collaboration with faculty in a department that needed to reevaluate course and program needs, become learner-centered in course design and delivery and meet accreditation requirements for program expansion to another physical site. Guided by relevant literature and data from research on faculty perceptions of learner-centered practices on instructional alignment, the discussion will rely on proven pedagogical frameworks such as effective course design strategies, instructional alignment, learning theory, critical pedagogy and relationship building to assist faculty reassess their general practice from the lens of instructional design.

Colonade

**Inquiry-based Instruction in The Classroom: An Introduction to The Pogil Pedagogy Method**

Adity Mutsuddi, University of Cincinnati Blue Ash

Melinda Greer, University of Cincinnati Blue Ash

POGIL (Process Oriented Guided Inquiry Learning) activities engage students in inquiry-based instruction of the course topics. Students work together in groups on instructor designed guided sets of questions while the instructor acts as a facilitator. In this teaching presentation, you will learn about the theory behind the POGIL pedagogy method, participate in a POGIL classroom activity and reflect on the topics where the POGIL method may be beneficial for the classes that you teach.

Ironstone

### **The Skit Designer - The Missing Role in The Team-based Learning Puzzle**

Denise Cummings-Clay, Ph.D., Hostos Community College/City University of New York (CUNY)

A Team-Based Learning (TBL) strategy, used at an urban college located in the South Bronx, will be imparted. Couched in TBL, the presentation will focus on the Skit Designer's function on a team as a tool when differentiating instruction. Attention will be given to TBL's role across disciplines and how TBL serves as an active and engaging teaching and learning strategy. This workshop is based on an observational type of study in which inferences are made regarding student engagement, cooperation among students on teams, presentation skills development, and identification of salient academic content in a classroom context. Attendees will be able to discuss the value of TBL, identify the purpose and significance of the Skit Designer in TBL, and gain experience in the role to develop competency.

**2:30 – 3:20 p.m.**

Augustine

### **Critical Thinking in Crisis (again.... still)!**

Christine Remley, Lock Haven University

We have been discussing the lack of student critical thinking for decades and yet the problem appears to be getting worse. This session will explore some of the reasons for this problem. We will discuss the characteristics of the 18-22 year old college students, including not only cognitive implications but also the social and interpersonal skills that may hinder their ability to move past the 'obvious'. Participants will leave with some ideas and strategies to implement into their curriculum to help boost deep thinking and improve student learning.

Capistrano

**Benefits and Challenges of Online Learning - Perspectives from Personal Teaching Experiences**

Yan Huang, Weber State University

During this interactive teaching presentation, participants will be able to gain an understanding of the benefits and challenges of online teaching and learning; share and discuss best practices and strategies to overcome the challenges; and also consider how to create or adapt best practices into participant's own curriculum of online education to improve students' learning experiences.

Colonade

**Get Involved in ISETL!**

Julie Schrock, ISETL President  
Christine Remley, ISETL Conference Chair

Learn what it takes to review proposals, serve in leadership, and find out what goes on behind the scenes when putting a conference together.

Ironstone

**What Should Be Faculty's Role in Student Retention? A Roundtable Discussion on Student Retention**

Melina Alexander, Weber State University  
Shirley Dawson, Weber State University  
RC Callahan, Weber State University

Student retention at the university level is a topic of concern across academia. Retention is a specifically named priority at many institutes of higher education, and programs to decrease or halt attrition are on the rise. Retention efforts usually focus on student factors or institutional attributes. In addressing areas of weakness institution of higher education are often quick to establish university wide programs and policies, leaving faculty unsure of their role in the retention process.

3:30 – 4:00 p.m.

### **Poster Session and Light Refreshments**

Abbey Room

#### **Supporting Teachers of Color: Bridging Literacy Experiences into Classroom Practices**

Yun-Ting Hung, Metropolitan State University

Teacher educators who teach literacy and/or reading method course often provide the opportunities for teacher candidates to not only examine research and theory in the field of literacy instruction, but also emphasize the issues related to diversity in culture, language, race and class. Allen & Hermann-Wilmarth (2010) encourage teacher educators increase teacher candidates' understanding of student's cultural and linguistic differences by better understanding their own literacy experiences and language histories. By using culturally responsive framework, the presenter will provide the opportunity for the audience to reflect on their own literacy experiences and language usage, moreover, to work toward creating a culturally responsive learning environment. This interactive roundtable session welcomes discussion from faculty across disciplines. Handouts and additional resources will be provided.

#### **Teaching Techniques and Other Antecedents of Student Learning - Exploring the Practical Application of SoTL**

Robert Webster, Ouachita Baptist University  
Bonnie Daniel, The University of Tennessee at Martin  
Kevin Hammond, The University of Tennessee at Martin  
Rachna Tewari, The University of Tennessee at Martin  
Melanie Bruce, The University of Tennessee at Martin  
Barbara Darroch, The University of Tennessee at Martin

Classroom teaching methods are among the factors that impact learning, however we need more information to better understand the process. Through a SoTL project, the authors provide survey questions and validated scales that define five dimensions of classroom teaching as well as other factors that may impact academic performance of our graduates and future career success with their employers.

#### **Problem Solving Through Scaffolding the Mind and Mapping an Innovative Lesson Plan**

Ashira Singh, Varsity College

As lecturer's we face many challenges in the classroom. In this abstract we will explore some of those challenges as well as problem solving mechanisms to overcome these challenges. The first challenge is effectively overcoming self-directed learning. Many lecturer's find the implementation quite challenging, especially dealing with a weaker demographic student for

instance the higher certificate. Our second challenge in the classroom is effectively focusing the student to engage with the material. The last challenge is, using activities and technology in the classroom. A mind map and planning a lecture around the scaffolded mind map, allows the lecturer to deal with these above challenges effectively

### **Lab Portfolios: Do They Improve Academic Success for Introductory Biology Labs?**

Callie Price, Tarleton State University

Effects of using lab portfolios as a teaching and learning tool within introductory biology courses. Quantitative data indicating significant difference across semesters that either did or did not implement a lab portfolio. Additional examples of the student portfolios' will also be shared.

### **Frequent Testing Method as An Alternative to Enhance Learning in Higher Education**

Lesley Leach, Tarleton State University

Thomas Faulkenberry, Tarleton State University

Subi Gandhi, Tarleton State University

There are many suggestions of the benefits of frequent testing methods impacting long-term retention among college students. This phenomenon of , "testing effect," works well on summative assessments as students get more study opportunities with spaced out study periods, allowing more attempts of information retrieval. Previous studies on the , "testing effect," have mostly been conducted in the areas of Psychology, Medicine, Dentistry, or Nursing focusing on the concept of cognitive psychology, but has not been explored in the field of Public Health, and there are fewer experimental studies conducted to understand this effect among undergraduate public health students.

### **Incorporating Diversity and Inclusion into Stem Courses - Can It Be as Easy as Pi?**

Bradford Mallory, University of Cincinnati Blue Ash College

Natalia Darling, University of Cincinnati Blue Ash College

Ashley Contreras, University of Cincinnati Blue Ash College

Educators incorporate sound pedagogical techniques to enable critical thinking in their content area. STEM instructors have a heavy load of required content and may have little room to include anything else. But if you ever heard students say , "I am not good in math," or "Why does this matter?," then incorporating culturally relevant pedagogy helps address motivation as well as equity and inclusion. In this poster presentation, you will learn how to incorporate the narratives of diverse individuals who contributed to content being taught in math and science courses and enable students to see themselves represented in STEM courses.

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**The Digital Reboot: How Can We Help Teachers Learn to Differentiate for Their Students Using Technology?**

Shawn Robertson, St. Joseph's College

Preservice teachers and current practitioners must learn how to think with digital differentiation in mind. This is important so that all students are serviced appropriately. In our current technologically advanced climate it's important to help teachers develop the mindset and skills to create authentic student-centered learning opportunities that are outcome based. This this is a central component to teachers developing their craft in ways that more fully support all students' development and learning needs and wants. This session will digitally present exemplars of graduate students' digital differentiation projects. Participants will be given a summary of the process used to create the projects and an opportunity for question and answer.

**4:00 p.m.**

**Dinner on Your Own or with ISETL Friends**

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**2018 ISETL Conference – Presentation Abstracts***(listed in order of appearance)***Saturday, October 13, 2018****7:00 – 7:50 a.m.****Breakfast**

Courtyard West

**8:00 – 8:50 a.m.**

Augustine

**Fun with Evidence Based Learning: Fundamental, Useful and Natty Teaching Practices to Promote Student Success**

Colleen Packer, Weber State University

How can we make our classrooms , "FUN," in order to engage today's entertainment-driven millennial students in the learning process? This interactive session combines the , "Five Principles of Effective Teaching," (Bryson, 2013)) and small teaching (Lang, 2016) to assist faculty in implementing Fundamental, Useful, and Natty evidence-based teaching practices (Major, Harris & Zakrajsek, (2016). In small groups, participants will share examples of how they apply the five principles (handout provided) in course development and instruction in online, hybrid, and face-to-face contexts. Participants will gain numerous evidence-based teaching practices and assignments designed to enhance student learning and promote student success.

Capistrano

**The International Space Station Simulation: Lessons from Nasa On Intercultural Teamwork**

Jessica Hirshorn, Arizona State University

A simulation designed to help educators develop important intercultural teaching skills. Based on qualitative research done at NASA's Johnson Space Center, the simulation mocks real-life interactions. Educators work together to build a model rocket. After building the rocket they will discuss insights gained and how they can be applied to their teaching.

Colonade

**The Journey Home: A Roundtable Discussion on Building an Informed and Empathetic Community of Veteran and Non-Veteran Students**

Todd Culp, McHenry County College

Mark Waters, McHenry County College

In recent years, higher education has seen an influx of students with combat or active duty military experience. Many of these veterans struggle transitioning from military to academic life. This presentation will discuss an NEH-sponsored series of courses called , "The Journey Home," which has served veteran and non-veteran students by creating a , "circle of communalization," (Shay 243-44). This involves empowering vets to voice their experience among non-vets in order to build an informed and empathetic community through a vet-focused curriculum of history and literature readings, group discussions, and personal writing.

**9:00 – 9:50 a.m.**

Augustine

**Using Student Reflection to Improve Information Literacy Instruction**

Adelia Grabowsky, Auburn University

Faculty often assume that students enter graduate school with complete and fully functioning information literacy (IL) knowledge and skills. However, differing academic backgrounds and life experiences mean that students vary greatly in their abilities to enter and fully participate in the scholarly conversation of their discipline. Collaborating with an academic librarian to provide targeted IL instruction can help, but it can be challenging to assess students' current knowledge, and further, to engage them in IL instruction. This presentation will explore various uses of student reflection to assess existing knowledge, and to create engagement through ties to previous IL struggles.

Capistrano

**Action Research and Beyond: Guiding the Process for Novice Researchers**

Donna Jorgensen, Delaware Valley University

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At the graduate level, many candidates in both master's degree and professional doctorate degree programs have never crafted and carried out formal research projects. From identification of problem to development of methodology to data collection and analysis, these novice researchers need instruction and mentoring to complete high quality relevant research projects.

Colonade

**Leveraging Technology Tools to Facilitate Dynamic Online Discussions and Student Engagement**

Brent Scholar, Arizona State University  
Brendan Lake, Arizona State University

Are your online learners having dynamic discussions beyond an opinion and an agreement? Are they engaging with the course content as much as you would like? Join us as we discuss how Perusall, Yellowdig, and other tools have fostered learning communities and more dynamic discussions around the course content to improve learning outcomes and student evaluation ratings.

**9:50 – 10:10 a.m.**

**Farewells**