

# 2016 **iP** INNOVATIONS in PEDAGOGY

May 3, 2016

UNIVERSITY of   
West Georgia®



# Innovations in Pedagogy 2016 Conference Team

Bonnie Bar	Nursing
Christy Berding	Nursing
Heather Bono	Economics
Angela Brodsky	Sociology
Cynthia Brown	Nursing
Joan Carlisle	Nursing
Carrie Carmack	Mathematics
Kyle Carter	Mathematics
Julia Chibbaro	Clinical & Professional Studies
Jean Cook	Library
Sheikh Drammeh	Political Science
Kelly Dyar	Nursing
Kelley Frank	English
Katy Green	Learning & Teaching
Susan Hall Webb	Marketing & Real Estate
Mary Hooper	Leadership & Instruction
Farooq Khan	Chemistry
Christy Land	Clinical & Professional Studies
Celeste Lee	Sociology
Jessica Loiacono	UWGOnline
Dawn McCord	Music
Rod McRae	English
Keith Pacholl	History
Lacey Ricks	Clinical & Professional Studies
Lisa Robinson	Nursing
Beth René Roepnack	UWGOnline
Amanda Shoemake	English
Andrea Stanfield	Library
Naomi Stuesser	Library
Elizabeth Stupi	Criminology

All photos used in this program were provided by UWG's  
University Communications & Marketing Department



# TANNER HEALTH SYSTEM SCHOOL OF NURSING



labyrinth



# INNOVATIONS IN PEDAGOGY 2016

MAY 3

	Room 106	Room 110	Room 112	Room 115	Room 121	Room 122	Room 218	Room 219
9:00	Opening Session, Nursing Atrium Lobby coffee, snacks, fellowship (beginning at 8:45)							
9:15 – 10:15	<b>Workshop 1 BYOD</b> iPad Pro & Apple Pencil for Course Presentation Enhancement	<b>Panel 1</b> When High School & College Merge (MOWR)	<b>Panel 2</b> QEP—Lessons from the First Year of Implementation	<b>Presentation Session 1</b> Engaging Students in Online Classes: Making Connections	<b>Workshop 2 BYOD</b> Ensuring Student Engagement in Online/Blended Courses	<b>Panel 3</b> STEM to STEAM: Composition & Creativity Across Disciplines		<b>Workshop 3 BYOD</b> The Joy of Grading
10:30 – 11:30	<b>Presentation Session 2</b> Supporting Student Learning with Technology: PowerPoint, Office Mix, & Podcasts	<b>Panel 4</b> <i>I think, therefore I am: Intellectual Endeavor as "Real Life"</i>	<b>Panel 5</b> Open Educational Resources (free textbooks): Boon or Burden?	<b>Presentation Session 3</b> Mentoring Students as Researchers, Collaborators, & Presenters	<b>Workshop 4</b> Contemplative Practices in Education	<b>Workshop 5</b> Peer Online Course Evaluation	<b>Workshop 6</b> Simulations in Education: Working with Adults in Schools	<b>Workshop 7</b> Transitioning to a Contracted Grade Scheme: You Can Do it Too!
11:30 – 12:30	Lunch, Nursing Atrium Labyrinth Walks, Nursing Back Lawn (hosted by Bonnie Bar)							
12:30 – 1:30	<b>Workshop 8</b> Healing Narration Sickness: Redistributing Power in the Classroom	<b>Panel 6</b> Transgressive Pedagogies	<b>Panel 7</b> Student-Facilitated Online Discussions & Instructor Presence	<b>Presentation Session 4</b> Tools for Increasing Student Learning across Bloom's Taxonomy	<b>Presentation Session 5</b> Embedding Awareness & Social Justice into the Curriculum	<b>Presentation Session 6</b> Writing in the Classroom: Creativity, Critical Thinking, and Scholarly Expression	<b>Presentation Session 7</b> Designing Courses for Active Learning: Hybrids, Flipping, and Online Resources	<b>Workshop 9 BYOD</b> PowerPoint is Old Enough to Retire: Try Out the New Kids on the Block
1:45 – 2:45	<b>Presentation Session 8</b> Students as Leaders in the Classroom and Community	<b>Panel 8</b> Distressed and Disruptive Students	<b>Panel 9</b> Career Decision-Making and Experiential Learning	<b>Presentation Session 9</b> Assessment as a Teaching Tool: Facilitating Learning & Engagement	<b>Workshop 10</b> Promoting LGBT Inclusivity Inside and Outside of the Classroom	<b>Presentation Session 10</b> Synthesizing Authentic Learning through ePortfolios	<b>Presentation Session 11</b> Accessibility & Accommodations : Working with Students and Teachers	
2:45	Prize Drawings, Nursing Atrium							
3:00	Bossa Nova and Dessert!							

9:15 – 10:15

**PRESENTATION SESSION 1**

**ROOM 115**

## **ENGAGING STUDENTS IN ONLINE CLASSES: MAKING CONNECTIONS**

**Presentation 1. Craving for Personal Touch in a Fully Online Classroom**  
Rita Mahmoud & Christy Berding, Nursing

In this presentation we describe strategies used to add personal touch to a 100% online class. Many students believe the interpersonal connection and engagement with classmates and instructors through face-to-face interaction and personal touch in the conventional classroom are keys to their academic success. Students are fearful that the lack of personal caring touch in the online environment will present barriers to learning and engagement, ultimately affecting the success of achieving their academic goals. To foster connection and engagement in an online class, strategies reflecting personal caring touch were identified and implemented. Positive comments from students acknowledged increased feelings of connection and engagement with instructors and classmates through the use of these strategies.

**Presentation 2. Book Club: A Strategy for Online Student Engagement**  
Joan Carlisle, Nursing

Student engagement is a priority in creating and developing online courses. As students advance in their programs, new and creative ways to engage students must occur to prevent boredom with the "same old" teaching strategies they have experienced in previous courses. However, a delicate balance must exist between "high technology" and "low technology" so that all students are comfortable with the strategy. In this presentation I describe a teaching strategy that combined an "old fashioned" strategy with an online discussion platform. Students participated in an Online Book Club discussion throughout the semester. For each discussion, students read two leadership/management books and prepared a presentation for class discussion. Each student viewed all presentations and responded to each book. An annotated bibliography was compiled from each Book Club session.

9:15 – 10:15

**WORKSHOP 1**

**BYOD (bring your own device)**

**ROOM 106**

## **IPAD PRO AND APPLE PENCIL FOR COURSE PRESENTATION ENHANCEMENT**

Leos Kral, Biology

While PowerPoint presentations have become a normal component of teaching, they do produce a kind of pre-programmed robotic flow to lectures that can cause students to zone out. Periodically breaking out of PowerPoints and sketching concepts on the board to better engage students becomes more difficult in dark classrooms, and some classrooms even have reduced blackboard/whiteboard space to make room for projection screens. This workshop will introduce software that makes it possible to capture live presentations in full resolution (along with the instructor's voice) and to post the resulting video files for students to review. Alternately, presentations can be prepared outside of class that are then made available to students exclusively online. Handwritten presentations can also be exported as PDFs.

**WORKSHOP 2**

**BYOD (bring your own device)**

**ROOM 121**

## **ENSURING STUDENT ENGAGEMENT, PARTICIPATION, AND LEARNING IN ONLINE/BLENDED COURSES**

Jennifer Edelman, Learning & Teaching

Teaching online or blended courses—or even just integrating flipping into your course—requires instructors to consider how to deliver content, how students will make sense of the content, and how to assess student learning in a meaningful way. Participants in this interactive session will learn from my successes and epic fails as we explore the tools that work best in my courses. These tools include online video/quiz platforms that do not allow students to fast forward through content (or just let it run while they do something else), student-facilitated discussion boards to encourage peer learning, and an e-portfolio that requires students to demonstrate how they met the course objectives. **Bring your laptops** to try recommended tools, access rubrics and instructions, and make plans for incorporating instructional techniques in your own teaching. This is a highly interactive workshop session. Be prepared to add your opinions, thoughts, and questions.

9:15 – 10:15

**WORKSHOP 3**

**BYOD (bring your own device)**

**ROOM 219**

## **THE JOY OF GRADING**

Linda Haynes, Educational Technology & Foundations

You know all about the joy of teaching. Can you also relate to the joy of grading? When you have a thorough assessment plan and easy-to-use technology-based assessments, you will experience the joy of grading! Effective assessment planning is often overlooked when creating instruction, but assessment planning is critical for evaluating learning and planning instructional improvements. In this session, participants will create assessment plans and assessments with easy-to-use technology tools for rubrics, quizzes, and concept maps. Examples from the session and links to free, online tools will be on a website for participants to continue to access after the session. These tools are not content-specific and can be used across all disciplines.



More 9:15 sessions on the next page



9:15 – 10:15

**PANEL 1**

**ROOM 110**

## **WHEN HIGH SCHOOL AND COLLEGE MERGE: SUPPORTING YOUNG, HIGH-ACHIEVING STUDENTS IN THE UNIVERSITY CLASSROOM**

Kate Theobald & Adriana Stanley, Advanced Academy  
Brandy James, English                      Sharmistha Dutt, Chemistry  
Mark Faucette, Mathematics

As the landscape of higher education changes, and we shift from serving almost exclusively traditional students to serving many special populations of non-traditional students, it is important to understand those populations, their strengths, their struggles, and their needs on the university campus. This discussion will focus specifically on the rapidly growing population of high-achieving high school students at UWG. We provide a brief overview of the *Move On When Ready* (MOWR) program and answer questions in order to clarify what the new program is, who can take advantage of it, and how we anticipate it impacting UWG. We will then discuss ways to best work with MOWR students, pedagogical approaches, and what faculty need to know about working with high school students in the college classroom.

**PANEL 2**

**ROOM 112**

## **LESSONS FROM THE FIRST YEAR OF QEP IMPLEMENTATION**

Nadya Williams, History      Rod McRae, English      Logan Leslie, Chemistry  
Sal Peralta, Kathleen Barrett, & Sheikh Drammeh, Political Science

AY 2015-16 is the first year of full-scale implementation of UWG's QEP, which aims to improve student writing across the core. The process of implementation has presented a broad spectrum of challenges for different academic disciplines on campus, ranging from student engagement and participation to the issue of formulating the best writing assignments for core level science courses. At the same time, a number of common problems and best practices have become apparent as well. This panel brings together representatives from three different departments who will briefly describe their respective departments' work implementing the QEP, recommend best practices for improving student learning in QEP courses, and discuss effective ways of assessing student learning using the QEP rubric.

9:15 – 10:15

**PANEL 3**

**ROOM 122**

## **STEM TO STEAM: SUPPORTING STUDENT COMPOSITION AND CREATIVITY ACROSS DISCIPLINARY BOUNDARIES**

Shannon Finck, Laura McKee, Josh Black, & Rebecca Harrison, English

This panel includes presentations by members of the grant-funded STEM to STEAM initiative showcasing our program's innovations in composition pedagogy designed for undergraduate students studying in science, technology, engineering, and mathematics fields. Each individual presentation is linked by a collective interest in enhancing student-learning outcomes by fostering meaningful connections across disciplinary boundaries. The moderator will introduce the initiative, its history and its goals, and present data measuring the effectiveness of the curriculum in transforming the experience of STEM field majors in core classes. Panelists will discuss innate relationships between scientific research and literary study, the crucial role imaginative worlds play in nourishing innovative problem solving with respect to real-world concerns, the value of multimodal composition to the interdisciplinary aims of the program, and the interpenetration of the planetary and the domestic in the contemporary conversation about climate change.

**BREAK  
TIME !**

**10:15 – 10:30**

10:30 – 11:30

**PRESENTATION SESSION 2**

**ROOM 106**

## **SUPPORTING STUDENT LEARNING WITH TECHNOLOGY**

### **Presentation 1. Falling in Love with PowerPoint + Office Mix = Perfect Combination**

Susan Hall Webb, Marketing & Real Estate

Learn how online team projects can thrive using Office Mix as well as how these "mixes" can be posted to YouTube. For instructors who are flipping their classes, this presentation will show ways to use Office Mix to poll, quiz, and receive important feedback in PowerPoint presentations. Now, when faculty meet with their students, they can "know" that the students have actually read and participated in the presentations posted online or in CourseDen. The audience will be actively engaged in the presentation through discussion of how they may be able to integrate this technology in their own classes after seeing how other professors are using Office Mix.

### **Presentation 2. An Alternative to Presentations: Student-Created Content Acquisition Podcasts to Develop Preservice Teachers' Knowledge of Math Strategies**

Katy Green & Jessica Bucholz, Learning & Teaching

Laura Smith & Paige Griffin (student), College of Education

In this presentation we describe a pilot study that investigated the effects of student-created podcasts on the content acquisition of undergraduates' math strategy knowledge. Preliminary results suggest that students from the podcast group acquired a deeper understanding of application and content knowledge on the assigned strategy than did students from the presentation group. The podcast group outperformed the presentation group on the all-strategy multiple choice posttest as well. We discuss results of our study as well as lessons learned, including best practices for teaching students how to create their own podcasts, and we provide resources for the development of Content Acquisition Podcasts. Our presentation will encourage discussion in utilizing this teaching technique in other courses and subject areas.

10:30 – 11:30

**PRESENTATION SESSION 3**

**ROOM 115**

## **MENTORING STUDENTS AS RESEARCHERS, COLLABORATORS, AND PRESENTERS**

**Presentation 1. Murphy's Law: Preparing Students for Professional Presentation Mishaps**

Ryan Bronkema, Clinical & Professional Studies

As faculty, we've all probably experienced presenting in new, strange spaces and having some sort of mishap. Similarly, as a component of their professional preparation, many of our students have to practice their presentation skills for the work place. In this brief presentation, I will share a pedagogical tool that randomizes presentation mishaps to prepare students for any possible negative technological/personal outcomes during a professional presentation (e.g. internet outage). Come learn how this tool can be adapted in your classrooms as you prepare your students to become better presenters!

**Presentation 2. Developing, Mentoring, Becoming: Valuing Students as Collaborators in Research Projects**

Danilo Baylen, Kendal Lucas (student), & Runeshia Parker (student)  
Educational Technology & Foundations

This presentation focuses on the successful mentoring experience of undergraduate students as participants and collaborators in faculty-led research projects. We describe the design and management of the mentoring experience including motivation and initial challenges. Two student presenters will discuss their profiles (background knowledge and skills sets), individual projects and outcomes (presentations and publications), and insights in developing and becoming researchers, critical thinkers, and active and engaged collaborators. They also will share stories about personal growth and decision-making toward potential professional career paths. This session will benefit those interested and/or engaged in mentoring or supervising undergraduate students in conducting research or co-producing scholarly works.

10:30 – 11:30

**WORKSHOP 4**

**ROOM 121**

**CONTEMPLATIVE PRACTICES IN EDUCATION**

Dawn Neely, Music

Tobin Hart, Psychology

Lisa Gezon, Anthropology

Contemplative practices are becoming more accepted in Western societies as methods for physical and mental hygiene. They have been found to develop greater empathy and communication skills, improve focus and attention, and reduce stress. In addition, contemplative practices have the ability to assist higher education by engendering an active means of inquiry into both subject and self. These practices may help students cultivate a critical, first-person focus and help them concentrate on complex ideas or situations. Contemplative practices are useful in overcoming habitual patterns of mind and body in order to see in fresh ways. There are many options for contemplative activities in education such as meditation, yoga, service, and journaling. We present a brief discussion of the relevance, appropriateness, and evidence surrounding contemplative practices in education. Presenters will discuss purposes and practices from their own classroom experiences. The audience will have an opportunity to participate in contemplative activities throughout the workshop.

**WORKSHOP 5**

**ROOM 122**

**A PEER ONLINE COURSE EVALUATION FORM:  
PRINCIPLES, DESIGN ELEMENTS, & THEORY...OH MY!**

Mary Bishop & Susan Welch, Nursing

In this workshop, we describe a peer online review form intended to provide faculty with a necessary framework to evaluate the effectiveness of their online teaching. The review form was developed and implemented using the *Seven Principles for Good Practice* by Chickering and Gamson (1987) to address teaching and learning practices, the 2014 *Quality Matters Rubric* to address course design elements, and adult learning theory to address adult learning principles. Participants will engage in discussions about the most common issues they have with current peer online review forms, as well as what resources exist in their departments to address peer online review. Workshop activities will focus on ways to use a multi-faceted means of online course evaluation and how the incorporation of such a tool will benefit the faculty.

10:30 – 11:30

**WORKSHOP 6**

**ROOM 218**

**SIMULATIONS IN EDUCATION:  
WORKING WITH ADULTS IN SCHOOLS**

Steve Bronack, College of Education

Julia Chibbaro, Clinical & Professional Studies

Sandy Robbins, Learning & Teaching

Lindsey Robinson, Fusion Center

Frances Chumney & Kristen Gilbert, Educational Technology & Foundations

The College of Education uses an innovative tool called *TeachLivE* that enables our students to engage in realistic professional practice while minimizing the associated risk factors. *TeachLivE* is an immersive, mixed-reality simulator that allows pre-service educators to practice their craft in safe, yet meaningful ways. Simulators are useful when the content at-hand is either too dangerous, too expensive, or simply unavailable via traditional means. During this workshop, we will share our experiences integrating *TeachLivE* to provide active, realistic, transferable learning activities—such as parent-teacher conferences, co-teaching, interviewing, and performance assessments—in ways otherwise impossible or unavailable. Participants will have the opportunity to join us and experience real-time simulated activities during our session.

**WORKSHOP 7**

**ROOM 219**

**TRANSITIONING TO A CONTRACTED GRADE SCHEME**

Kelly Dyar, Nursing

In the traditional classroom, whether face-to-face or online, the teacher is typically viewed as the authority with responsibility for selecting teaching strategies and assigning grades. However, the responsibilities of the teacher can contribute to a power differential that is not conducive to learning. In this workshop, I'll describe ways a contracted grade scheme can be used to transform the teacher/learner relationship into a partnership in which the teacher shares power with the learner. This transformation of the relationship is emancipatory and fosters a true student-centered environment. Attendees will be engaged in this presentation by collaborating in groups on ways to transition a current course into a contracted course format. Participants are invited to bring a sample syllabus to use in exploration of how courses could be transitioned to a contracted scheme.

10:30 – 11:30

PANEL 4

ROOM 110

## I THINK, THEREFORE I AM: INTRODUCING FIRST YEAR HONORS STUDENT TO INTELLECTUAL ENDEAVOR AS “REAL LIFE”

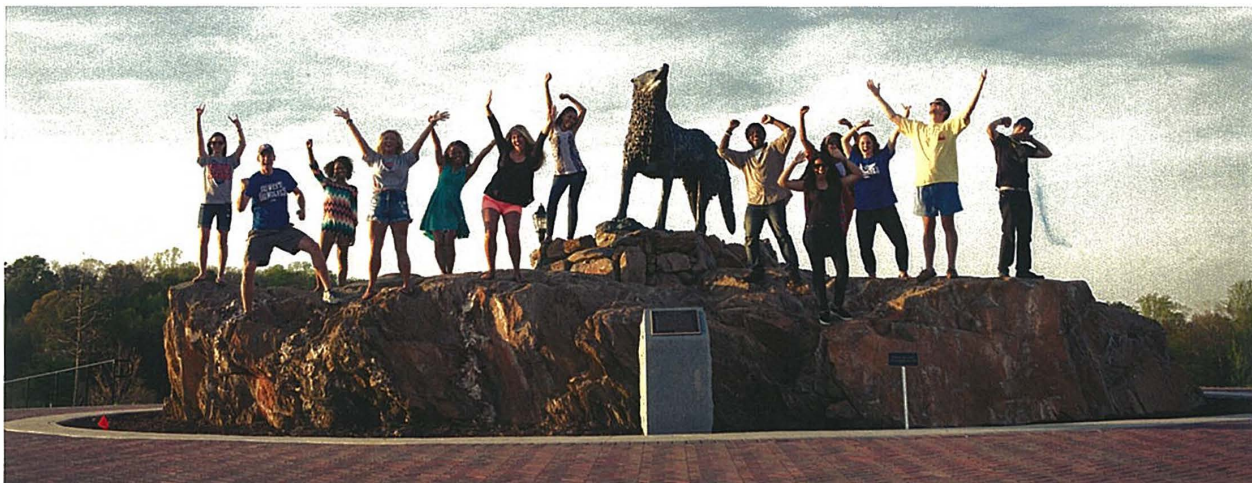
Muriel Cormican, Foreign Languages & Literatures

Janet Donohoe & Denise Overfield, Academic Affairs

Anne Gaquere, Chemistry

Sal Peralta, Political Science

In this panel we discuss first steps in the implementation of a new Honors College Freshman seminar designed to help students adapt to their environment, develop general skills that contribute to their success, and help them make the kinds of academic and social connections that lead to lifelong learning. In this course, students will learn what it means to be an Honors student by doing, practicing, and performing that role. A goal of this course is to emphasize that reading, studying, thinking critically, questioning, theorizing, speculating intelligently, and discussing meaningfully is “the real world” and “real life,” more real, in fact, than many other “real life” endeavors in which mindfulness, critical thinking, and reflection are often absent. The genesis, functioning, and results of this project will be meaningful to colleagues interested in collaborative teaching. It demonstrates cross-disciplinary collaboration, the integration of disparate disciplines into a course that is both one course and four courses at the same time, and a multi-angled approach to making one syllabus.



10:30 – 11:30

**PANEL 5**

**ROOM 112**

## **OPEN EDUCATION RESOURCES (FREE TEXTBOOKS): BOON OR BURDEN?**

Beth Rene' Roepnack, UWGIOnline

Kathleen Barrett, Political Science

Heather Bono, Economics

Nadya Williams, History

Mark Kunkel, Psychology

Farooq Khan, Chemistry

Michael Harris, eCore

Open Education Resources (OERs) are educational materials (textbooks, notes, videos, test banks, animations) that are created or released into the public domain for use by anyone. Many faculty would like to adopt OERs for their course to decrease or eliminate textbook cost for students. OERs are easier to customize than standard textbooks, and some faculty believe they are a logical choice for online courses. However, there are challenges with this emerging technology, such as locating appropriate ancillary materials and finding a textbook that meets the needs of the course or program. Further, creating OERs can be time consuming, and quality across chapters may be uneven. Panelists from political science, business, history, psychology, chemistry, and eCore will talk briefly about their experiences with OERs, their advantages for faculty and students, and frustrations/limitations inherent in this new textbook model and how they've worked around them. We invite feedback, discussion, and questions from the audience.



11:30 – 12:30

LUNCH

11:30 – 12:30

LABYRINTH  
WALKS

facilitated by Bonnie Bar  
11:45 ~ 12:00 ~ 12:15



12:30 – 1:30

PRESENTATION SESSION 4

ROOM 115

## TOOLS FOR INCREASING STUDENT LEARNING ACROSS BLOOM'S TAXONOMY: LOW TECH TO HIGH TECH

Presentation 1. **Aligning Mapping Tools to Support Successful Learning in an Introductory Biology Course**

Erin Duckett, Biology

Danilo Baylen, Educational Technology & Foundations

Most undergraduate students take an introductory science course during their first two years. One of the challenges of teaching an introductory science course is the reality that many undergraduate students are not prepared to be self-directed learners. Many students expect to earn a grade of A or B, just like in high school. However, the failing results of the first exam can be a shock to the students. Not only do students not know the science content they studied, but they also have difficulty retaining and recalling the information. This presentation discusses the use of concept or visual mapping as a strategy in improving students' achievement in an introductory level biology course and includes sharing of similar experiences from the audience.

Presentation 2. **Teaching in the 21<sup>st</sup> Century by Giving Action to Bloom's Action Verbs: The Padagogy Wheel**

Christy Berding, Nursing

Today's students have never known a world without technology or the lightning speed of information. Yet these digital natives can give pause to educators whose framework for educational goals and learning objectives is founded on Bloom's Taxonomy. The Taxonomy was revised in 2001 to describe a learner's dynamic cognitive processes through action verbs in order to motivate student engagement by enlivening terminology. Although educators understand that motivation and engagement require more than words, students want action and immersion in their learning environment. They want technology! Many educators do not know what digital technology is available or how to incorporate it to meet their educational objectives. This presentation introduces *The Padagogy Wheel*, an interactive model for selecting mobile apps that have been integrated with Bloom's domains and verbs. The Wheel and its 126 linked apps has become an invaluable resource for transformative teaching.

12:30 – 1:30

**PRESENTATION SESSION 5**

**ROOM 121**

## **EMBEDDING AWARENESS AND SOCIAL JUSTICE INTO THE CURRICULUM**

### **Presentation 1. Practical Strategies for Increasing Dialect Awareness in Southern Classrooms**

Laura Beasley, English

This presentation will examine dialect discrimination in the South and provide strategies for incorporating dialect awareness into any course with a writing component. I will discuss common dialect myths and misconceptions, exploring how these can hinder student engagement, particularly in classroom discussions and writing assignments. I provide sample classroom activities and assignments that draw on the works of influential linguists along with relevant programs and projects. I also provide sample student responses to dialect awareness assignments, including essays that contextualize student dialect experiences with the work of several linguists.

### **Presentation 2. Education for Social Justice: A Mathematics Approach**

Christopher Jett, Mathematics

The term "social justice" is circulating more often within mathematics education discourse and scholarship, specifically regarding practice, research, and professional development. Regardless of whether scholars and practitioners explicitly regard issues of social justice as essential to mathematics education scholarship, there is still the need to clarify what these ideas offer. With this idea in mind, I discuss what the growing social justice discourse offers to the mathematics education profession. Teaching mathematics for social justice represents an ideological commitment to using mathematics as a means to empower students to leverage their own content learning toward redressing sociopolitical injustices in our society. This presentation highlights the major scholarship of many critical scholars and pedagogues. I will make recommendations for attending to the intersectional nature of social justice for those who might be inclined to teach for social justice in their respective disciplines.

12:30 – 1:30

**PRESENTATION SESSION 6**

**ROOM 122**

## **WRITING IN THE CLASSROOM: CREATIVITY, CRITICAL THINKING, AND SCHOLARLY EXPRESSION**

### **Presentation 1: I'm a Fan!: Engaging Student Writing through Transformative Fandom**

Jeffrey Zamostny, Foreign Languages & Literatures

This presentation introduces the concept of transformative fandom as a framework for animating student interest in writing and encouraging students to take ownership of their writing through creativity and critical thinking. Because fandom can become a model for the educational endeavor, teachers should seek to cultivate a sort of self-aware, critical fandom for their discipline in learners. To illustrate the uses of transformative fandom, I will provide several examples of fandom writing assignments from my core and upper-division Spanish language, culture, and literature courses. Although transformative fandom assignments seem a natural fit for courses featuring analysis of cultural and literary texts, I am excited to discuss how transformative fandom assignments, and the broader notion of students-as-critical fans, might be integrated into courses in the natural and social sciences, education, and other disciplines.

### **Presentation 2. Assessing Writing Self-Efficacy of Students in Graduate Nursing School**

Lisa Robinson & Mary Bishop, Nursing

The acquisition of scholarly writing skills is a long-term learning process requiring practice, considerable effort, and involvement in training activities. This presentation explores our study of a one credit-writing course developed for an online graduate nursing program. The study summarizes students' perceptions of their writing self-efficacy before and after the writing course through completing the *Post-Secondary Writing Self-Efficacy Instrument*. Students and faculty evaluated the course and the extent to which learning outcomes were met. The development, implementation, and evaluation of a graduate-level writing course with well-designed assignments can provide learners with strategies and resources to develop scholarly writing skills. The newly designed course has become effective in assisting students' transition into the online learning environment and improving learners' writing self-efficacy.

12:30 – 1:30

**PRESENTATION SESSION 7**

**ROOM 218**

## **DESIGNING COURSES FOR ACTIVE LEARNING: HYBRIDS, FLIPPING, AND ONLINE RESOURCES**

### **Presentation 1. Designing a "New Hybrid"**

David Lloyd & Jessica Loiacono, UWGIOnline

The goal of this presentation is to share a brief summary of an instructional design strategy for designing a new style of hybrid course. Hybrid courses have become more than just a buzzword at educational conferences. Course designs that include "hybrid" methods like Competency Based Education, active learning, flipped classroom techniques, and others are now being widely promoted and used by many educators. To continue to reach students, especially adult learners, we need to design an education with them in mind. We live in an active world. It is time that our education moves away from the passive experience. Active learning through a well-designed hybrid course is one great option to do just that.

### **Presentation 2. Learning to InTeGrate (Interdisciplinary Teaching about Earth for a Sustainable Future)**

Chris Berg, Geosciences

This presentation focuses on a growing resource, *InTeGrate*, that teaches students concepts related to environmental science, sustainability, earth science, economics, and social justice—concepts that cross-cut the curriculum in an effort to improve science literacy among college students. *InTeGrate* is based on a selection of module topics that are subdivided into four to six units, which can be taught separately and include a variety of supporting materials for in-class instruction, student pre-work and post-activity assessments. I present my experience with *InTeGrate* in a flipped-classroom project in an introductory geoscience course and highlight features that could be applicable to a number of other instructors in STEM disciplines, in teacher-preparation courses, or in any other courses that include—or would like to incorporate—environmental science concepts. Participants will receive handouts on *InTeGrate* resources that are currently available and links to the online repository.

12:30 – 1:30

**WORKSHOP 8**

**ROOM 106**

## **HEALING NARRATION SICKNESS: REDISTRIBUTING POWER IN THE CLASSROOM**

Mark Kunkel & Justin Striplin, Psychology

Our workshop explores our experience and strategies for redistributing power in the classroom. As instructors of very large sections of introductory lecture courses, we have developed and implemented methods to help students experience participatory and experiential learning both in the large lecture setting and in smaller discussion groups. We will discuss and demonstrate some of these strategies, including participant written questions in lieu of tracking attendance, a wireless keyboard and wearable desk, and others. More importantly, we will experience these together. We hope to help participants across disciplines consider ways they already contribute to students' active learning and deepen and broaden our shared commitment of doing so.

**WORKSHOP 9**

**BYOD (bring your own device)**

**ROOM 219**

## **POWERPOINT IS OLD ENOUGH TO RETIRE: TRY OUT THE NEW KIDS ON THE BLOCK**

Judy Butler, Leadership & Instruction

This workshop encourages professors to update their presentations and support their students to present what they have learned via engaging presentations. In addition to PowerPoint, Prezi, and Google Slides, dozens of options can entertain and keep students engaged in more exciting ways. Participants will compare a common PowerPoint to similar presentations done with several alternatives, such as eMaze, Weebly, Haikudeck, Linoit, Glogster, Nearpod, Voiceboard, Visme, and Adobe Slate. Moviemaker, Anamoto, and iMovie will also be referenced. I will introduce these options, and then organize participants into small groups to experiment with a new application. Participants will discuss what they presently use to support student learning and then compare that to the options explored during this session.

12:30 – 1:30

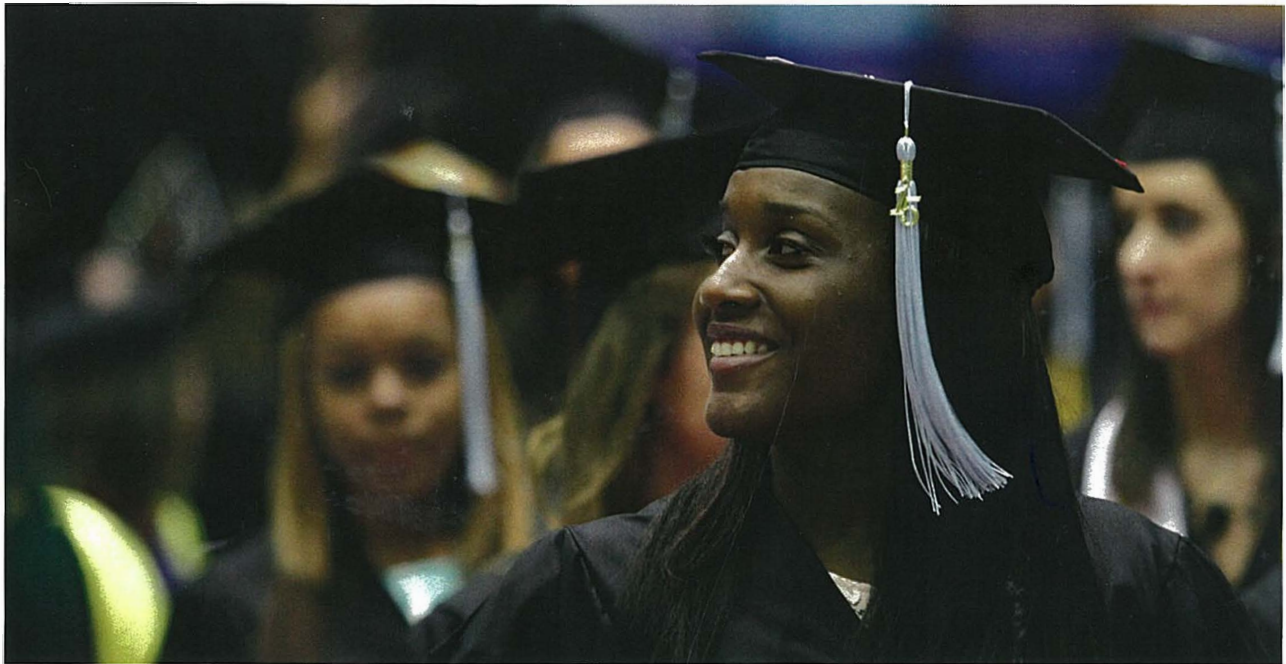
PANEL 6

ROOM 110

## TRANSGRESSIVE PEDAGOGIES

Matt Franks, Angela Insenga, & Margaret Mitchell, English  
Elizabeth Solis & Betsy Dahms, Foreign Languages & Literatures  
Emily Hunt, Music

This panel explores a faculty-led pedagogy discussion group on bell hooks's *Teaching to Transgress*. After sharing how the text impacted our teaching, we will hold a moderated discussion with the audience on hooks's idea of "education as the practice of freedom." We will focus on race, gender, and sexuality, and on how educators can create inclusive spaces and empower students to engage with difference. We consider the following: How can educators transgress boundaries of identity, status, and discipline? How do we truly engage with diversity? Can the classroom be a space of equality and safety? How can we model the practice of freedom by being less compartmentalized, valuing personal experience, and addressing privilege? What diversity issues do we feel responsible to address with UWG's particular student population, especially rural, first-generation, working class students of color? How has incorporating transgression into our pedagogy translated into our teaching practice?



12:30 – 1:30

**PANEL 7**

**ROOM 112**

## **STUDENT-FACILITATED ONLINE DISCUSSIONS AND INSTRUCTOR PRESENCE: FINDING THE BALANCE**

Beth René Roepnack, UWGIOnline

Jennifer Edelman, Learning & Teaching

Vivienne Wood, Sociology

Participants in this panel will discuss the implications of student-facilitated online discussions and the role of teacher engagement. Online discussions facilitated by students often lead to increased participation by students and increased engagement with the material. They also provide a respite for the heavy workload engendered by online discussions. Yet how can instructors provide a sense of presence in the online course without interrupting the creative atmosphere occasioned by their absence? Panelists from education, sociology, and psychology will share their experiences and engage with the audience about how they facilitate online discussions to increase student engagement, how to implement student-facilitated online discussions, how they view their role in increasing students' engagement outside of online discussions, and how they see student-facilitated discussions impacting their role as "engagers."



**BREAK**

1:30 – 1:45



1:45 – 2:45

**PRESENTATION SESSION 8**

**ROOM 106**

## **STUDENTS AS LEADERS IN CLASSROOMS AND THE COMMUNITY**

**Presentation 1. Creating Shared Value with Student Learning**  
Melanie Hildebrandt, Economics

Combining the ideas of Michael Porter's "Creating Shared Value" with the documented benefits of experiential learning, the Southwire Sustainable Business Honors program (SSBH) was created. A collaboration between the Richards College of Business (RCOB) and the Southwire Company, this is a mutually beneficial partnership for all parties: the Southwire Company, the RCOB, our students, and the West Georgia community at large, thus making the partnership itself a sustainable venture. I describe the structure of the SSBH program and provide examples of the various learning experiences in which students participate. I will provide a template that other departments or colleges can use to form new partnerships with community or business organizations to increase student engagement, learning, and degree completion.

**Presentation 2. Multiplying the Potential in Our Students and Colleagues:  
Application of a Leadership Model**  
Michelle Byrne, Nursing

Educators are key in promoting theoretical and experiential leadership models in their courses, as well as in their collaborative scholarly activities. Academic environments are changing to include more online education and interdisciplinary work teams that demand improved leadership. To enhance our influence with students and peers, we can increase the intelligence in others through the Multiplier Effect. This presentation provides an overview of the model and its methodology. I address strategies for how leaders/teachers can implement five practices to cultivate and generate high achievers: attracting and optimizing talent, creating intensity, extending challenges, debating decisions, and instilling ownership and accountability. I discuss characteristics that may minimize and demoralize future leaders, also known as traits of a diminisher.

Participants will compare this model to their personal experiences working with effective and ineffective leaders.

1:45 – 2:45

**PRESENTATION SESSION 9**

**ROOM 115**

## **ASSESSMENT AS A TEACHING TOOL: FACILITATING LEARNING & ENGAGEMENT**

**Presentation 1. Online Virtual Tutoring: Help Your Students and Save Time Grading**

Janet Gubbins & Wendy Grisham, UWGIOnline

This session explores how faculty can increase student success while saving time grading. Online tutoring is a great option available to students and instructors. Through programs like Smarthinking, students can schedule a private online tutoring session, chat live with a tutor, submit a question, and submit work for review. Smarthinking offers its own Writing Center and provides synchronous and asynchronous assistance to UWG students 24/7. Subjects include math, business, chemistry, and Spanish. Faculty teaching a QEP course and other writing-intensive courses can benefit from sharing this resource. Session participants will hear one instructor's perspective on Smarthinking and what data are available to boost student success. We discuss several ideas for implementing Smarthinking as well as for shaving time from grading and reviewing course content.

**Presentation 2. Using Rubrics to Facilitate Student Engagement in Online Courses**

Danilo Baylen, Educational Technology & Foundations

Online discussions can facilitate interactivity, critical and creative thinking, and collaboration. Without these discussions, students may find themselves drifting from one assignment to another in shallow pools of content knowledge and skills sets. However, with well-designed online discussion prompts, students have opportunities to deepen their understanding, hear different perspectives, and share stories concretizing ideas. This presentation explores how students respond to a discussion framework involving five components: demonstration of knowledge, invitation to engage, engagement with peers, contribution to the exchange, and insight sharing. This framework provides guidance in setting up and facilitating stronger engagement between students and course content with the support of technology. Participants will see examples of online discussion prompts and scenarios, along with assessments of student learning within this framework.

1:45 – 2:45

**PRESENTATION SESSION 10**

**ROOM 122**

## **SYNTHESIZING AUTHENTIC LEARNING THROUGH EPORTFOLIOS**

### **Presentation 1. Using Project-Based Learning for Business Education: Opportunities and Challenges**

Sunil Hazari, Marketing & Real Estate

Project-based learning (PBL) engages students in active learning, developing their knowledge and skills as they solve contemporary challenges. PBL and portfolio education showcase students' work with evidence of progress and achievement in individual or group environments and help students develop a digital identity or personal online branding, which they can then feature on professional social media sites. In online courses, PBL presents management and assessment challenges to instructors, especially with more complicated semester-long projects. However, PBL offers distinct advantages such as opportunities for collaboration, self-assessment, and experiential learning. Using examples of Business Communication and Business Web Design courses, I describe ways PBL can benefit students and discusses potential challenges.

### **Presentation 2. E-Portfolio: A Synthesis of Learning**

Cynthia Brown & Sharon Cumbie, Nursing

The e-portfolio—an electronic collection of student work that reflects academic and professional progress and accomplishments—can facilitate accountability and autonomy, encourage students to take responsibility for their own learning process, and demonstrate progression toward competency. Reflective thinking is an essential component of an e-portfolio, helping students to build a deeper understanding of the progression of their learning. Through this ongoing self-reflection, the e-portfolio can provide students with a connection between theory and practice, which link knowledge gained in the course with professional actions in the practice environment. In this presentation, we explain the process of developing an e-portfolio project for a graduate course. We explore the use of e-portfolio as a teaching-learning strategy, describe our approach to e-portfolio development, and explain how the e-portfolio was implemented into a graduate nursing program.

1:45 – 2:45

**PRESENTATION SESSION 11**

**ROOM 218**

## **ACCESSIBILITY & ACCOMMODATION: WORKING WITH STUDENTS & TEACHERS**

**Presentation 1. Using TeachLive and Role Play Scenarios to Enhance Teaching Efficacy in Undergraduate Special Education Majors**

Sandra Hess Robbins, Special Education

Kristen Gilbert, Education Technology & Foundations

In this presentation, we describe how the TeachLive simulator and role play scenarios were used to facilitate undergraduate special education majors' learning as part of a traditional face-to-face methods course on teaching students with learning and behavior problems. In two groups, students presented a series of five mini-lessons in either the simulation or role play scenario. Students were evaluated by their instructor and peers, and then were provided with structured coaching and feedback. Pre- and post-tests were used to determine the effectiveness of this approach. We describe our findings and share qualitative feedback gathered from students.

**Presentation 2. Accommodations & the Inclusive Classroom: Tips for Teaching Students with Disabilities**

Maritza Pitelli, Accessibility Services, Counseling Center

The University of West Georgia has approximately 600 students enrolled with a documented disability, including physical challenges, psychological disabilities, learning disorders, and attention deficit hyperactivity disorder. Meeting the needs of these students with the goals of access and inclusion can present challenges for instructors. In this presentation, I provide a brief overview of classroom accommodations and discuss practical tips and strategies that will make classrooms more accessible for all students. Teaching strategies for some specific disabilities will be discussed. Participants in this session will leave with a handout listing teaching strategies for specific disabilities.

1:45 – 2:45

**WORKSHOP 10**

**ROOM 121**

## **PROMOTING LGBT INCLUSIVITY INSIDE AND OUTSIDE OF THE CLASSROOM**

Ryan Bronkema, Clinical & Professional Studies

Students bring increasingly complex identities into our classrooms. As educators, we must continue to find ways to be approachable to and inclusive of those identities. In this workshop, we focus on crowd-sourcing inclusive practices with students/colleagues who identify as lesbian, gay, bisexual, trans, queer, questioning, intersex, and asexual. The session focuses on these questions: What are ways that course materials and dialogue can be as inclusive as possible for students who might identify as members of the LGBT community? How can faculty approach dialogue with students who disclose information (intentionally or incidentally) about their gender or sexual identity? Participants will engage in group dialogue and miniature problem-based case studies to uncover new strategies for developing inclusiveness to LGBT students/colleagues. As a result of this workshop and its dialogue, participants will be better prepared to create more inclusive classes and interactions for all students.

**PANEL 8**

**ROOM 110**

## **DISTRESSED & DISRUPTIVE STUDENTS: HOW TO HELP STUDENTS & PROTECT THE LEARNING ENVIRONMENT**

Lisa Adams Somerlot, Counseling Center  
Jill Hendricks, Health Services

Melissa DeGrandis, Student Affairs & Enrollment Management

Mental health issues are a leading impediment to academic success among university students. Untreated mental illness among college students—including depression, anxiety and eating disorders—is associated with lower GPA and higher probability of dropping out of school. The supports and services available on UWG's campus may assist faculty in navigating difficult situations. This session will focus on discussing common classroom problems and productive courses of actions that assist both faculty and students in moving forward.

1:45 – 2:45

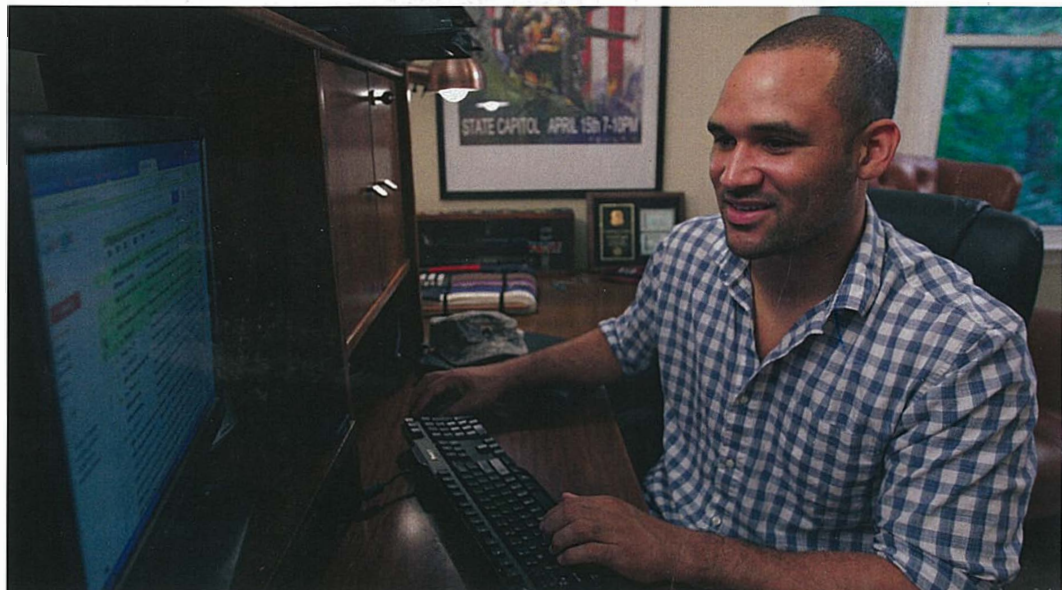
**PANEL 9**

**ROOM 112**

## **UNDERSTANDING CAREER DECISION-MAKING SELF-EFFICACY AND IMPLICATIONS FOR EXPERIENTIAL LEARNING PROGRAMS**

Markesha Henderson, Glaucio Scremin, & Young Suh  
Leadership & Instruction  
Jake Berry (student)

Although students may enter college with uncertainty about the future, classroom instruction and co-curricular involvement can help them develop confidence and self-efficacy in their academic performance and their career choices. This presentation explores how a self-efficacy model for experiential learning can be implemented in an undergraduate program. We review the application of self-efficacy models in higher education and then connect the specific application of its tenets to the sport management program. Panelists and attendees will discuss the role of self-efficacy in learning and with co-curricular experiences. Then a current UWG student will present from an "end user" standpoint on how his experiences in the program have directly contributed to his educational attainment and career preparation. The session will end with discussion on best practices for implementation.



DRAWINGS  
&  
PRIZES!

Atrium @ 2:45

MUSIC  
WITH  
FAVELA

3:00 pm

# Upcoming SoTL Conferences



**EVIDENCE-BASED TEACHING & LEARNING**

Lilly International Conference - Bethesda, MD - June 2-5, 2016

**THE Teaching PROFESSOR CONFERENCE**  
EDUCATE ENGAGE INSPIRE  
JUNE 3-5, 2016 WASHINGTON, D.C.

**IMPROVING UNIVERSITY TEACHING**  
JULY 13-15, 2016 — DURHAM, UK  
JULY 13-15, 2016:  
DURHAM UNIVERSITY, UK

**Telling the Story of Teaching and Learning**  
Exploring What Works, When, How, and Why  
October 12-15, 2016  
Los Angeles, California  
**issotl** INTERNATIONAL SOCIETY FOR THE SCHOLARSHIP OF TEACHING & LEARNING

March 2017  
Savannah, GA  
**iSPEAK SoTL**  
**SoTL COMMONS**  
CONFERENCE  
A Conference for the Scholarship of Teaching & Learning

UNIVERSITY SYSTEM OF GEORGIA  
**TEACHING & LEARNING**  
CONFERENCE  
April 2017  
Athens, GA