INNOVATION IN TEACHING 2019

New perspectives.

College of Education
UNIVERSITY OF GEORGIA

October 25, 2019
# Schedule at a Glance

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8-8:55 a.m.</td>
<td>Registration/coffee and beverages</td>
<td>Pecan Tree Galleria</td>
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<tr>
<td>9-9:10 a.m.</td>
<td>Welcome</td>
<td>Masters Hall</td>
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<td></td>
<td>Nicholas Holt, Director of Innovation in Teaching and Technology</td>
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<td>Denise Spangler, Dean of the College of Education</td>
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<tr>
<td>9:10-10:10 a.m.</td>
<td>Introduction</td>
<td>Masters Hall</td>
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<td>Sara Kadjer, Clinical Associate Professor, Department of Language and</td>
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<td>Literacy Education</td>
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<td></td>
<td><strong>Keynote address</strong></td>
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<td></td>
<td>“Connected Learning”</td>
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<td></td>
<td>Mimi Ito, Director of the Connected Learning Lab, Professor-in-</td>
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<td></td>
<td>Residence, and John D. and Catherine T. MacArthur Foundation Chair</td>
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<td></td>
<td>in Digital Media and Learning, University of California, Irvine</td>
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<tr>
<td>10:10-10:40 a.m.</td>
<td>Q&amp;A with Mimi Ito</td>
<td>Masters Hall</td>
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<td>10:45-11:20 a.m.</td>
<td><strong>Poster session 1/refreshment break</strong></td>
<td>Pecan Tree Galleria</td>
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<td>11:25 a.m.-12:25 p.m.</td>
<td><strong>Session 1</strong></td>
<td>Second Floor Meeting Rooms</td>
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<td>Bundles A–H (see pages 4–12)</td>
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<td>12:30-1:30 p.m.</td>
<td><strong>Lunch</strong></td>
<td>Magnolia Ballroom</td>
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<td>1:35-2:35 p.m.</td>
<td><strong>Session 2</strong></td>
<td>Second Floor Meeting Rooms</td>
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<td>Bundles I–P (see pages 15–22)</td>
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<tr>
<td>2:40-3:40 p.m.</td>
<td><strong>Session 3</strong></td>
<td>Second Floor Meeting Rooms</td>
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<td>Bundles Q–Z (see pages 24–32)</td>
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<tr>
<td>3:45-4:25 p.m.</td>
<td><strong>Poster session 2/refreshment break</strong></td>
<td>Pecan Tree Galleria</td>
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<tr>
<td>4:30-5 p.m.</td>
<td><strong>SOTL presentation and closing remarks</strong></td>
<td>Masters Hall</td>
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Mimi Ito is a cultural anthropologist, learning scientist, entrepreneur, and advocate for connected learning—learning that is equity-oriented, centered on youth interest, and socially connected. Her work decodes digital youth culture for parents and educators, offering ways to tap interests and digital media to fuel learning that is engaging, relevant, and socially connected.

Ito is the director of the Connected Learning Lab, Professor-in-Residence, and the John D. and Catherine T. MacArthur Foundation Chair in Digital Media and Learning at the University of California, Irvine. She is also cofounder of Connected Camps, a nonprofit that provides online learning experiences for kids in all walks of life. Her coauthored books include, “Hanging Out, Messing Around and Geeking Out: Kids Living and Learning with New Media” and “Affinity Online: How Connection and Shared Interest Fuel Learning,” as well as the reports, “From Good Intentions to Real Outcomes: Equity by Design in Learning Technologies” and “Connected Learning: An Agenda for Research and Design.”
Enhancing the Teaching and Learning of College Algebra with ColAlgMap

Teaching and learning lower-level mathematics courses at college can be challenging and overwhelming. In this paper, the authors demonstrate how to design and develop a Maplet package to aid in teaching and learning mathematics, to serve as a private tutor for college algebra students with infinite patience, and as a useful pedagogical tool for instructors. By using interactive worksheets and animated graphics in Maplets, students can find the opportunity for numerous experiments that will foster development of conceptual understanding and computational skills of mathematics.

Teaching Statistics with a Critical Pedagogy

After President Barack Obama shifted the country’s focus from K–12 toward higher education, post–secondary schools found themselves under significant public, financial, and political pressure. To close the achievement gap and meet new standards of accountability, higher education institutions began looking for methods to increase student access and success. With a growing emphasis on degree completion and quantitative literacy, researchers began to explore the use of critical pedagogies to better serve a more diverse population (Ukpokodu, 2011). This quantitative study measured the effectiveness of implementing a critical statistics pedagogy in an undergraduate introductory statistics classroom and its impact on course success, persistence, and mathematical empowerment. Data collected from four classes at a community college found the use of a critical pedagogy had a positive impact on students’ overall achievement, increased awareness of social justice issues, and aided in the development of critical voice.
April Dennis
*Future Problem-Solving Program International*
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**Problem Solving: The Key to a Positive Future**

Today’s teachers are preparing students for jobs that don’t exist, using technologies that haven’t been invented, in order to solve problems that we don’t even know are probable yet. Future Problem Solving helps students become more aware of a diverse range of contemporary global topics including business and economics, science and technology, and social and political concerns affecting the world today. This session will introduce a six-step problem solving model that aligns with a multitude of standards that use complex thinking to address real-world problems.

“The genius of the future will be the creative mind adapting itself to the shape of things to come.” – Dr. E. Paul Torrance

Kimberlie Harris
*Samuel E. Hubbard Elementary*
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**Gone Batty: Fly Effortlessly into Research and Non-Fiction Writing**

Teaching students how to properly conduct research, cite evidence, and provide support in nonfiction writing is problematic. Students see it as mundane and struggle to master the requisite concepts. Through a unit on endangered animals in Georgia, a subsequent grant, and the construction of a Bat Habitat on our Gifted campus, Harris was able to not only teach students the essentials of research and nonfiction writing, but also encourage them to be good stewards of their environment and have a positive impact in their community. Harris says the uncanny part is there was no resistance or struggle in any phase of instruction, because students took ownership and were actively engaged in all aspects of the project.
Megan Ware  
*University of Georgia*  
mew77577@uga.edu

**Pre-Clinical Student Experiential Learning in a Wellness Class for People with Disabilities: A Cross-Case Study Analysis**

Experiential learning is a popular topic in teaching and learning research that the University of Georgia has sought to implement. One experiential learning course, Practicum in Fitness Conditioning (KINS 3450), is examined through the lens of students in a qualitative study. This course is a practicum/lecture blend, in which students interact with participants from the community with disabilities. Learning, and the process of learning, is explored within the course-specific context. The uniqueness of the course creates a learning experience for students in which they must develop relationships with class participants in order to meet course objectives and effectively apply what is discussed in the lecture portion of the class. The results of this research indicate that preclinical student learning might be greatly enhanced by relationship building in a practical setting.

Andra Dunn  
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**Using Experiential Learning to Foster Collaboration and Build a Community of Marketers on Campus**

New models of marketing are highly collaborative and often involve multiple connections inside and outside the organization—these models are mediated by both technology and personal interaction. Learning in these contexts is experiential and community based. These shifts in the marketing model pose significant challenges for higher education, where the traditional emphasis has been on skills that can be easily quantified and measured. Experiential learning opportunities have proven to be a valuable tool to address these issues in part. However, this presentation argues that there is scope to expand our view of experiential learning beyond traditional approaches such as internships, service learning, and real-world projects. These approaches are transactional at best and fail to engage students in a community of collaboration that is prevalent in new models of marketing. This case study explores the development and collaborative experiential learning model on campus.

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**Pedagogy and Student Leadership Development**

While it’s been widely held within corporate America that mentors energize employees and secure their connectedness with corporate values and ideals, the concept of mentoring has been relatively absent from academic endeavors in a formal setting. In an effort to teach leadership and aid freshmen retention rates, Drexel University’s LeBow College of Business has utilized student leader’s participation in freshmen business courses over the last 10 years. Only recently has this program expanded to include formal mentoring pedagogies. Doing so has supported university student and classroom goals including higher freshmen retention rates, the engagement of students, and the development of an elite group of student leaders.
Supporting Nontraditional Students: Using Digital Orientation Videos to TILT Their Transitions

Nontraditional students come to higher education with challenges that typical undergraduate students don’t face. For example, at University of Georgia’s Masters of Arts in Teaching and Post-Baccalaureate Program, one of the main challenges facing career-changers is insecurity: “Will I be as successful at teaching as I was in my last job?” This fear manifests in countless emails, questions, and worried conversations from students wanting to know “Am I doing this right? I don’t want to miss anything.” This session will discuss how the MAT/PB program supports students using the Transparency in Learning and Teaching strategy. TILT encourages faculty to explain the professor’s thinking or the “why” behind activities, assignments, and assessments. We took it a step further and TILT-ed our program from the onset this year by sending new MAT/PB students orientation videos that explain the overall program design and the reasons for our choices. Although early evidence is still anecdotal, we have noted a reduction in worried communication from students.

Using the TILT Framework to Enhance Assignment Design

Over the course of the 2018–19 academic year, librarians at the University of North Georgia undertook a redesign of the Research Strategies (RSCH 1501) online course. One of the goals was to expand the focus of RSCH 1501 class assignments to emphasize critical thinking, real-world application, and encourage increased collaboration. A simple tool that we found highly effective in assisting in revamping our assignments was the TILT Framework. Developed through efforts by the Transparency in Learning and Teaching in Higher Education Project, the TILT Framework provides a concrete technique that promotes transparency in assignment design and purpose so that students clearly understand the expectations and goals of the work they’re doing. While designed for undergraduates, the TILT Framework can provide an easily accessible way of thinking about assignment design that benefits teachers at all levels.
Patrick Wallace  
*Program Specialist, Georgia Department of Education*  
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**Innovation in Teacher Pipeline Creation**

According to a recent report by the American Academy of Arts and Sciences, 44 states and Washington D.C. have reported a shortage of world language educators. Georgia’s world language programs have experienced growth because of expanding elementary school programs and the rapid growth of Dual Language Immersion Programs in the state. This session will cover the innovative ways in which Georgia is meeting the growing need for teachers of world languages while simultaneously building a multilingual workforce to meet the demands of increasing diversity across the state and rising global connections and ambitions.

Reba Clarke-Wedderburn  
*LEAD Public Schools*  
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**Cognitive Evolution: How Does It Impair School Success?**

The purpose of this presentation is to discuss developmentally inappropriate levels of inattention, impulsivity, and hyperactivity that put children at risk for academic failure and poor peer and adult interactions. By the end of the session, teachers will have deliverables and supportive strategies that can be implemented immediately.

Chip Houston  
*Mount Vernon Presbyterian School*  
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**A Bridge Too Far? Connecting Educators, Psychologists, and Neuroscientists to Impact Teacher Practice**

This presentation will investigate whether or not the gap between neuroscience and education is a “bridge too far” for the practical applications of Mind, Brain, and Education (MBE) science in Pre-K through 12th grade classrooms. Identify distinct obstacles to teacher practice caused by neuromyths. Understand the impact of MBE professional development on teacher practice.
Kristian Blaich  
Agnes Scott College  
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**Stepping into One’s Comfort Zone: The Effects of Study Abroad on Black Students**

Research and conventional wisdom both tell us that travel abroad is a meaningful learning experience because it pushes students out of their comfort zones and into new cultures and contexts. For many students, especially students who belong to the racial majority, this is often the case. However, an underappreciated phenomenon is the value of travel to majority black countries for students of color, particularly black or black biracial students. Based on pre-travel preparation in global immersion courses, as well as post-travel interviews with black and biracial students, this presentation explores the manifold ways that U.S. students of color benefit from study in destinations including Ghana and Jamaica.

Rhia Moreno  
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**Rethinking the Teaching of ‘Culture’ in Study Abroad: Shaping a Critical Cultural Lens Through Arts-Based Inquiry**

Without intentional learning structures in place, cultural stereotypes are often reinforced during study abroad as students make assumptions about their experiences (Cai and Sankaran, 2015). Moreover, traditional banking methods (Freire, 1972) of cultural instruction through teacher-centered discussions and textbook blurbs are all too common (Ishihara & Cohen, 2014). This Scholarship of Teaching and Learning study empowered students to play a central role in their own cultural learning process as artist-researchers within an innovative intervention project. Informed by Mezirow’s (1991) transformative learning theory and Dewey’s (1934) theory of art-as-experience, students engaged in photo-observations, analysis, interviews, reflection, and multimodal representations of cultural topics. This presentation will detail how to use an art-as-thinking approach to bolster critical reflection through student-led inquiry and will discuss findings and suggestions for future iterations. While the project was specific to the study abroad environment, this presentation will highlight how arts-based inquiry for transformative learning can be adapted to an interdisciplinary context.

Kate Morrissey-Stahl  
Jennifer Elkins  
Trasie Toppel  
Kim DeCelle  
University of Georgia  
University of South Carolina  
kstahl@uga.edu

**Practicing Ambiguous Ethics: Theatre of the Oppressed and Decision Case Analysis in a Master of Social Work Capstone Class**

Morrissey-Stahl, Elkins, Toppel, and DeCelle share experiences designing, implementing, and evaluating a six-section capstone course for Master of Social Work students. To prepare students to confront ethical ambiguities they will encounter in their real-world work lives, the team designed a capstone including two innovating teaching techniques: Theatre of the Oppressed and decision case analysis. For TO, the students prepared scenes in an area of interest to present to their colleagues that illustrated an ambiguous ethical situation in direct services, organizational politics, or policy, ending in an unsatisfying way. Their colleagues took part as spect-actors who jumped into the scene to try different approaches to change the conclusion. For decision case analysis, students were given cases prepared by experienced social workers to explore issues in a variety of social work specialties including school social work, work in prisons, work with people experiencing domestic violence, and more. Students wrote analyses of the problems explored a range of ways to understand and address the problems including more direct responses and more organizational and policy-level responses.
Navigating the Molar Highway: An Active Learning Activity to Promote Student Learning in the General Chemistry Classroom

General chemistry is a high-impact course at various institutions of higher education across the nation, where a large enrollment of students each year—coupled with high DFW rates of a particularly vulnerable student population—makes it a strategic course on which to focus innovative pedagogical development. Teaching historically difficult concepts through activities in the chemistry classroom can provide engaging and alternative methods for instruction, promote active learning that enhances student engagement, and improve knowledge retention. This presentation will present a practical and engaging activity that enlivens traditional chemistry recitations and serves as an active learning strategy to increase stimulation in the first-year chemistry classroom. This activity was designed and implemented to teach students about stoichiometry. Pre- and post-assessment questions to evaluate the learning gain has shown this activity to be a useful active learning resource to introduce students to various chemistry concepts used throughout the general chemistry curriculum.

Creating a PowerPoint to Engage Students and Promote Learning

This is a brief list of steps that educators can take to create PowerPoints that engage students and promote learning. The suggestions are based on changes taken by the author to make the gastrointestinal PowerPoint more engaging. Faculty and students originally found the content overwhelming—last year, the author revamped the PowerPoint to engage the students and promote learning. In the past, end of course evaluations would include comments from students about how overwhelming GI was. There were no such comments after implementing these changes.

Engaging Students at the Interface Between Science and Society

Teaching a STEM course, whether it’s for science major students or not, requires a constant work of revision and updates with particular attention to topics that have a deep impact on society and culture. The responsibility of teachers is to present these topics in a way that engages the mind and promotes critical understanding. But when it comes to cutting-edge science and technological applications, our default mode is to digest the difficult information for students under the assumption that they are unable to handle the task by themselves. By doing so, teachers are preventing students from developing a very important part of the critical thinking process: the ability to recognize and extrapolate essential principles out of a complex scenario. This is an empowering work, yet hard work, but educators can encourage students to walk the journey by leveraging issues that have a natural appeal on young minds such as issues at the interface between ethics and technology. One way to implement these ideas in the classroom is to engage students in writing science blog-articles on selected topics. During this session, we will discuss the pedagogy behind the technique as well as tips and guidelines on how to apply this to your own classroom.
Legacy Pedagogy
A legacy pedagogy approach begins with the creation of an instructional environment where current students learn from and are inspired by the students who came before them. One version of this process connects students across time by means of an heirloom assignment or activity that is handed down to the next cohort of students. The legacy process allows the work of previous students to inspire and motivate the current set of learners. As the heirloom is passed forward in time from class to class, it is shaped, reshaped, and improved by current learners who know that they, in turn, will pass it forward to inspire a future set of students. Legacy pedagogy attempts to address problems such as student perceptions of meaningless assignments—aka throwaway assignments—student engagement, motivation, and a sense of pride in work. It also holds potential to help sustain instructor enthusiasm as the heirloom develops into new directions over time.

Eric Magrum
University of Georgia

Filling the Gap: Utilizing Brief Activities to Warm Up Your Classroom and Improve Interpersonal Skills
With more technology than ever before, students are connected to everyone around them. Despite this, it is commonplace to enter a classroom of students sitting silently, idling on their phones, and refraining from verbally interacting with each other. With the adoption of such technologies may be beneficial in some instances, their compulsive use comes at a cost. Handheld technologies have become a scapegoat or social crutch that individuals strategically utilize to avoid direct, interpersonal communication and awkward situations. These habits have crept into the classroom, negatively impacting discussion and learning. To address this issue, brief activities have been devised. For example, upon entering a classroom, students will be asked to approach another student, shake their hand, and discuss a topic preselected by the teacher. Among others, this simple, effective strategy has been successfully implemented and seems to foster engagement, interpersonal skills, and classroom unity.

Xigui Yang
University of Georgia

Undergraduate Students’ Perceptions of Frustrations in Collaborative Group Work: A Q Methodology Approach
Though the importance of collaborative learning is well acknowledged, research finds many students are frustrated with collaborative group work. Yet, it is unclear how students perceive different sources of frustrations in collaboration. This study explored undergraduate students’ perspectives on those frustrations using Q methodology, a mixed method designed to study subjectivity. A Q sort was created as a class activity for an online undergraduate course. Students sorted 27 statements about frustrations in collaboration from most frustrating to least frustrating based on their own experiences. Twenty-eight students completed the Q sort and the post sorting survey to further explain their thoughts. Results showed that they have some shared views on this topic. They were divided into three groups based on the results for further group discussions. The three groups are: Group 1 “independent learners who were goal-oriented,” Group 2 “cooperators who were fairness-oriented,” and Group 3 “collaborators who were process-oriented.”
John Smoyer  
*East Georgia State College*  
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**Probative Questions as Discussion Enhancers in Online and Face-to-Face Anatomy and Physiology Courses**

In order to facilitate deeper learning and deliver a nearly-hands-on experience to online and face-to-face Anatomy and Physiology students, we have developed several interactive, inquiry-based activities. Activities include student-centered learning activities, videos, and project-based learning that enhances students’ material comprehension. Short, in-class videos followed by sets of probative questions facilitate group discussion and cumulatively summarize new material. Diagnostic and formative assessments have been developed to monitor student learning in real time.

Diana Franco Duran  
*Virginia Polytechnic Institute*  

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**An Active Learning Approach: Who Wants Change? Who Wants to Change?**

Engineering students are not being prepared for the real world. Memorization has taken precedence over critical thinking. In the current education system, grades are all that matters. However, grades do not always reflect students’ knowledge or abilities. Hence, traditional lectures are becoming an old-fashioned and ineffective approach to teaching. Active learning is a teaching approach that promotes critical thinking and practical environments by engaging students in group discussions, teamwork, and group problem solving. The aim of this presentation is to illustrate the application of active learning in a Construction Management course. This course is part of the Civil and Environmental Engineering Program at Virginia Tech. This approach improved students’ performance and promoted a more active, engaging, participative, safe, and fun environment in the class. The process of rethinking and redesigning the engineering courses is time consuming—Nevertheless, it is time to make academic learning relevant.

Leslie Palacios  
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**Teaching Spatial History to Design Students with a Hands-on Active Learning Method**

Students in design disciplines learn best through experiential, hands-on methods of problem solving. Thus, design histories taught through traditional lecture applications do not necessarily achieve desired learning outcomes involving spatial understanding of design decisions. These decisions are vital to developing a sense of space and place when designing for the built environment. Active learning has been the subject of research in many disciplines resulting in efficacy of effectiveness in achieving learning outcomes. However, the active learning research in the design field remains largely negligible. By applying an active learning pedagogy to a design discipline history course, the aim of this action research project is to determine if hands-on activity and reflective action will develop deeper understanding of spatial design principles.
The Torrance Center for Creativity and Talent Development is a service, research, and instructional center concerned with the identification and development of creative potential and with gifted and future studies.

As part of our goals to investigate, implement, and evaluate techniques for enhancing creative thinking and facilitating national and international systems that support creative development, we also:

• Conduct research using the Torrance Tests of Creative Thinking
• Offer training on the scoring of the Torrance Tests of Creative Thinking
• Host Duke TIP programs
• Host a Summer Institute for professional development
• Host an annual lecture series
• Host visiting scholars
• Collaborate with researchers on grant development
• Train and help implement the Future Problem Solving program
• Serve as an expert on creativity within and outside the university community

All programs and activities sponsored by the Torrance Center build on the legacy of Dr. E. Paul Torrance, a native Georgian and UGA Alumni Foundation Distinguished Professor Emeritus who was a pioneer in research on the identification and development of creative potential.
The Center for Teaching and Learning offers a variety of media and technology services to enhance instruction at UGA, including the One Button and Learning Glass studios. Both studios have a simplified video recording setup that can be used without any previous video production experience. These studios are free for UGA faculty, staff, and students.

**One Button Studio**

The One Button Studio simplifies the video production workflow, eliminating several time-consuming steps. Video projects are created in a studio with the click of one button. Users only need to bring a USB device to record.

To learn more and to request a reservation, visit: [https://t.uga.edu/56dc](https://t.uga.edu/56dc)

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**Learning Glass Studio**

The Learning Glass is new technology for recording lectures that allows instructors to write on a board while maintaining face-to-face contact with students. The CTL Learning Glass is also set up as a One Button recording system and records videos to a USB device.

To learn more and to request a reservation, visit: [https://t.uga.edu/56dc](https://t.uga.edu/56dc)
Bethany Hamilton-Jones  
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**Building Reflective Practice Through Digital Multimedia Portfolios**

Integrating meaningful practice-based teaching opportunities into coursework is challenging. Opportunities for preservice teachers to practice discrete instructional skills (e.g., microteaching) require space, technology resources, and a high level of student buy-in. In addition, microteaching alone may not provide an environment for building both critical analysis skills and habits of reflective practice. My solution for these dilemmas is to use video recording and the VoiceThread platform to create a digital portfolio of each student’s teaching during the semester. These portfolios create a shared space for analysis, reflection, and celebration.

Leah Whitten  
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**Incentivizing Immersive Diversity Experiences for Pre-service Teacher Candidates**

The need for preservice teachers at institutions of higher education to have diversity experiences is evident. However, how do you do this when the area in which the institution is located does not have much diversity? Additionally, the need for experiences that are more meaningful and in-depth than mission-oriented trips or spectator-type events is vital. Today’s preservice teachers need to be equipped with the types of immersive diversity experiences that foster higher cognitive understanding, ability to relate, and a sense of confidence before entering into the classroom as a K–12 educator. The University of North Alabama will launch the Badge of Diversity and Inclusion initiative as a pilot within the Department of Secondary Education in conjunction with the university’s new Center for Social Inclusion in Fall 2019. This badge will be recognized as an honor upon graduation and will be granted to students who successfully seek out and complete a prescribed number of experiential learning trips and activities while enrolled at the university.

Sara Kajder  
Will Fassbender  
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**(Re)Seeing Our Teaching: Innovative Uses of Video in Practice-based Teacher Education**

Innovation is often rooted in doing better things, not just doing things better. This session explores how a sequence of innovative, scaffolded, field-based video tasks work to excite and engage preservice teacher learning while also inviting mentor teachers into the work as collaborators and fellow teacher educators. Although our discussion will unpack our program’s uses of a specific tool (SibMe), it will mainly emphasize the pedagogies of seeing, reflecting, reviewing, and responding to collaborative feedback that are the core practices within the work. Further, we will examine ways that students remix and capture their growth over time. These aren’t single-instance assignments—as such, their power lies in their repeated and ongoing purposeful use over time by both students and faculty.
**Research Papers in Short Online Classes**

Many faculty struggle with the assignment and management of student research papers in online classes. Having students write research papers is one of the main skills expected of students to master in college. However, researching, writing, and presenting student work in an online format presents unique difficulties, which leads some instructors to opt-out of such assignments entirely. Jettisoning the research paper in online courses, however, is detrimental to student academic development and can lead to issues of inequity relative to students in on-ground classrooms. In this session, the author shares how he successfully gets students to research, write, and share their work in a short (5 ½ week) summer course. While the author’s home discipline is sociology, the approach can be easily applied to courses across the university.

**Joseph Mayo**

*Gordon State College*

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**Alternatives to Research Proposals in Teaching Research Methods Classes**

Successful completion of a research methods course is important to future baccalaureate graduates in multiple disciplines. However, the challenging nature of this course’s content often makes it difficult to provide meaningful learning experiences. Are there alternatives to research proposals as viable means for students to learn applied research components? One such alternative is the Live Research Case Analysis. In this written assignment, students identify and evaluate elements of research through a carefully chosen empirical publication that functions as a reference case. Another alternative is the Applied Research Log, in which students keep an ongoing written record of times throughout the semester that they observe research methods concepts within applied settings outside the classroom. Mayo will describe instructional methodologies for these alternative assignments. Mayo will also present objective measures of learning gains and attitudinal survey results within his own research methods classes that compare and contrast research proposals and these alternative assignments.

**Research Projects as Role Play, Turning the Research Paper into an Opportunity to Practice Critical Thinking**

Critical thinking seems to be in short supply in the current world. Our ability to evaluate evidence and make our own conclusions doesn’t seem to be valued anymore. The rise of pundits and media outlets that are all too happy to tell us how we should be thinking about the issues along with an increase in propagation of information that is deliberately misleading signals that critical thinking skills are even more important today. Aside from required subject-specific outcomes that I work to achieve for each class, I also have a desire to foster critical thinking ability. To achieve this goal, I carefully structure the research paper that I assign to put my students in the role of primary investigator, combining their personal interest in some aspect of psychology with the scientific method and walking them through the process of research design and evaluation.
Mahmuda Sharmin  
Md Nesar Uddin  
*University of Memphis*  
mshrmin1@memphis.edu

**Multi-Modal Narrative Practices and Adult Language Learners’ Identities and Language Learning**

Community-based English language programs emphasize limited grammatical rules, memorizing, and practicing those rules instead of focusing on critical thinking about learners’ own identities (Zhalehgooyan 2017). The language classroom is the only initial place for adult language learners to practice language (Sylvester 2002). Language learners’ identity construction and language learning through narratives (Norton 2010; Johnson 2015) and multimodal technologies (White 2007) have been investigated and found to be an effective way to facilitate ESL learning. The current study employs action research in a community-based ESL program in the United States, in which the researcher asked five adult language learners to produce multimodal narratives, written in shared Google Docs, about using English outside the classroom. The preliminary findings suggest that multimodal narratives practices afford adult language learners’ opportunities to convey their lived experiences in the language classroom, and that this facilitated language development by reconstructing the conversations learners had outside of the classroom.

Sahrish Panjwani  
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**Using Two-Column Notes and Technology to Formatively Assess Students throughout a Lesson**

A challenge often faced in the classroom is being able to formatively assess students during the lesson, rather than at the end. Exit tickets are great, but students have already gone home by the time the data is analyzed. Formatively assessing throughout instruction is a powerful tool to ensure students’ needs are being met, and this can be done both with and without technology. Two-column notes are a low-tech method that allows teachers to assess students during lessons and provide immediate feedback. These notes consist of a side where students have formative questions on the left, which are aligned with the notes and the teacher’s notes on the right. As the teacher progresses through a lesson, they can pause to allow students to grapple with the material. Along with two-column notes, using tech tools like Nearpod, Plickers, Quizalize, Quizizz, and Kahoot can ensure that students are being assessed throughout the lesson and the teacher is able to provide the feedback in real time. By incorporating both the two-column notes and tech tools, teachers can ensure that formative assessments are varied and exciting for the students.

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**More is Better: The Effect of Exam Frequency on Student Success**

For students to successfully learn and retain information has long been one of the primary goals of educators—some would say it is the primary goal. How students are tested significantly affects their ability to demonstrate mastery of the materials assigned to them. Hall explores the importance of exam frequency on successfully achieving undergraduate student learning outcomes. This research identifies a statistically significant, positive relationship between the final grades of undergraduate students who were given a higher number of exams—each covering less material—when compared to undergraduate students who were given fewer exams—each covering more material. The results of this research could have significant implications for how to test undergraduate students in the future.
The Difference Between “Doing Projects” and Project-Based Learning

“Doing projects” in the classroom has been around for years. Project-based learning is more than just doing a project. In this presentation we will discuss the relevance of project-based learning and how we can use driving questions, rubrics, and technology to take learning to the next level. Attendees will leave with three projects that have been proven to cultivate learning and that can be adapted to any classroom.

The Clothesline Project: Experiential Learning through Project-Based Course Design

In an upper level class—Sociology of Deviance and Social Control (SOCI 4110)—Behounek used a project-based course design to create a space where experiential, active, and engaged learning happened. Students were responsible for creating a project that reached hundreds of students, faculty, staff, and community members to raise awareness about domestic violence, sexual assault, and human trafficking. The students were assigned groups that they worked with throughout the semester to create awareness about important social issues. Behounek will discuss the successes and failures of the course design and project implementation. The course was approved through MGA for Experiential Learning credit.

Leveraging High-Impact, Collaborative Learning via the Creation of a Mock Nonprofit Organization in an Undergraduate Nonprofit Studies Course

Nonprofit sector employment accounted for more than 10% of the American private sector workforce in 2016. It is unsurprising then that nearly 150 universities currently offer undergraduate programs in nonprofit management education. The onus is thus on these programs to use pedagogies that prepare students for successful careers in nonprofit organizations. Given this charge, we present a case study that explores the connection of high-impact practices to student learning outcomes in undergraduate nonprofit studies with the explicit purpose of helping students close the theory-to-practice gap that is prevalent in applied fields. Using a scholarship of teaching and learning (SOTL) lens, we evaluate a collaborative project in which undergraduate students enrolled in a 300-level nonprofit sector course used their cumulative learning over a semester to create business plans for five unique nonprofit organizations. We also offer recommendations for improving pedagogy and supporting students more fully toward career readiness.
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**The Intersection of Teaching Dance and Pharmacy Skills**  
In both dance education and pharmacy education, skill development is vital. We want students to learn to do more, not just know more. Our experiences in the performance art world and pharmacy world offer a unique intersection of pedagogical congruence that we will demonstrate in our session.

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**How Running a Pharmacy Class Like an Entertaining “Game Show” Has Transformed How I Teach**  
Motivating students to learn a difficult topic is a challenge. Through student feedback and five years of development, Roberts has developed an innovative pharmacy course that uses competition, peer pressure, and stress reduction approaches to help students learn. The first 40 minutes of the course is a “Game Show” and includes a prize wheel with action cards and dice rolling. To increase engagement and lighten their mood, Roberts provides funny noisemakers to the students. During the last 10 minutes, he gives a preview of content for the next “Game Show.” With this format, students yearn for challenging questions, become quite proficient in the material, and are highly engaged. With this approach, students learn about three times the amount of information than in other courses Roberts taught with traditional lectures. This approach has transformed the most hated pharmacy course into the most loved one.

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**GroupMe: Implications for Student Experience in Kinesiology Research and Practicum Courses**  
In the Department of Kinesiology, we offer unique experiential learning opportunities that take student learning outside the traditional classroom setting. Our Kinesiology practicum courses in fitness and conditioning (KINS 3450) and research (KINS 3480) afford students fundamental experiences to work hands-on with populations they will continue to serve once they earn their degrees. These courses enable students to develop valuable communication, interpersonal, and leadership skills that serve far beyond the scope of the course. In order to facilitate such a dynamic experience outside the traditional classroom setting, staying connected is vital for course instructors and their students. One application that offers a contemporary means of connection and engagement is GroupMe—a mobile phone application that provides a platform for group messaging. This presentation examines the use of GroupMe to enhance connection and engagement between students and teachers in two Kinesiology practicum courses.
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**Automating and Enhancing the Classroom with Technology**

There are components of the traditional classroom that are highly repetitive and not very engaging, such as reviewing problems or lecturing in class. In this talk, Price will discuss how to remove these types of components from the classroom and automate them with technology available to anyone, specifically, screencasts and YouTube. In addition, Price will cover how this same technology can be used to enhance a course through the creation of screencasts for syllabi, homework assignments, activities, or reviews. Examples of this work can be found on our YouTube page at bit.ly/2oiDgAZ.

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**Personalized Learning in Teacher Education: Piloting a Democratic Model for Learner Agency**

Personalized learning is a shift away from the factory model of teaching toward a unique learning experience for all, often sustained through emerging technologies. Many PreK-12 and higher education institutions are investing in systems designed to personalize learning—however, some argue that the algorithms of adaptable software employed in many personalized learning settings are a neoliberal mechanism intended to efficiently sort students into predefined roles. At Kennesaw State University, the instructional technology faculty has partnered with iTeach, KSU’s PreK through 12th grade outreach organization, to develop and support an inclusive, democratic, and flexible model of personalized learning. This model has been piloted in ITEC 7600: Personalized Learning in Technology Rich Environments. It harnesses learner co-construction of knowledge, learner- and–teacher co-planning, mastery learning, and online learning environments to demonstrate personalized learning in a way that provides a unique path and pace for each learner while grounding agency with the learner and the teacher.

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**Classroom Meditation: Practice and Student Feedback**

Previous studies have found that classroom mindful meditation can help students increase focus and attention, and promote divergent and creative thinking. The University of Georgia has executed meditation in two classes: First Year Odyssey seminar Chinese Tea Culture and Food Science and Technology 4011 and 6011, Food Processing 1. Each class has 15–20 students. YouTube videos were used to teach sitting posture and guide students for 10 minutes of meditation, focusing on the breath. At the end of the semester, a student survey was conducted with questions on their feelings on the meditation practice. The results showed that the majority of the students—81.8%—liked the class meditation and 77% believed that it can improve the learning. Most of the students believed that meditation is a better way than a regular break to help relax and focus. Students also felt that 10 minutes is an appropriate time period for meditation. Future studies are planned to improve the practice and quantitatively analyze the learning outcomes.
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** Devils and Details: How LMS Choice May Enable or Impede Effective Instructional Practices  
To those not actively engaged in instruction, learning management systems are seemingly equivalent. All LMSs provide a platform for communications between instructors and students, a testing facility, and tools for conducting learning activities. At the instructor’s level, however, the difference between LMS can be significant and impact both faculty productivity and the ability to deploy effective instructional strategies. This presentation explores some significant equivalencies and differences between two common learning management systems—Canvas and Moodle—and offers considerations for both administrators and instructors when switching between LMSs and when exploiting the full capabilities of a given LMS.

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** Rubric-ify Yourself  
Over the past few years, Kopcha has integrated rubric tools into online teaching and it has changed his workflow for the better. Kopcha will discuss the journey as well as tips and procedures developed for automating aspects of assignment grading using the UGA learning management system, Desire2Learn. Strategies for rubric development will be discussed.

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** Using Google Docs Survey and Spreadsheet Functions to Manage and Auto-Grade Homework Assignments in Large-Enrollment Classes  
Assigning and grading homework and other out-of-class assignments in large, lecture hall-sized classes present any number of logistical and resource challenges. Utilizing the survey and spreadsheet functions within Google Docs, all of which are free to student and professor alike, my colleague, James Hopkins, and I have successfully implemented an effective and efficient process for creating, assigning, managing, and ultimately auto grading discussion-question type homework and other out-of-class student assignments in classes with enrollments ranging from 20 to 320 students. The process provides the student with a straightforward, pleasing, and familiar process for completing assignments, which concludes with the student’s receipt of an email confirming successful submission—minimizing dog-ate-my-homework excuses. And, it affords the instructor significant flexibility in designing the assignments, summarily viewing student responses in a matter of minutes, and having student responses automatically converted to a numeric value (100 or 0) and transmitted to a spreadsheet for grade calculation.
**Best Practices to Guarantee Higher Retention**

Students are always concerned on how to learn new words or terms and they complain that they forget words that they learn. Therefore, the goal is to help students retain vocabulary items that they encounter in their readings. To meet this goal, the presenter created experiments and examined the student’s performance and retention in order to guarantee best practices and a successful teaching-learning process. Thus, this research-informed practice evaluates how multimedia glosses, pictorial (visual), text (verbal), and both pictorial and text affect the acquisition of incidental Arabic vocabulary when the purpose is reading comprehension. The results revealed that higher retention was significant with text and picture glosses. However, the presenter was still not satisfied with the percentage of retaining incidental vocabulary. Bukhari designed another strategy to gain a higher retention besides picture and text glosses. The findings could be extended to other fields aside from languages.

**Policies and Software Solutions: Grading Contributors to a Group Project**

Many instructors want to incorporate group work into their courses. One aspect of this is to find the right approach to grade individual contributors for their work. The simplest, but often least satisfactory approach, can be to give the same grade to all contributors. More complex methods can include direct observation, mixed submissions, team member surveys, as well as combinations of these policies. This presentation will review literature, instructor experiences, as well as a software platform that can manage the process with limited additional work for the instructor.

**Closing the Gap in Digital Content Creation**

The last time Elli Dean visited the conference, she spoke about the widening gap between education and technology and the need to retool the curriculum process in ways that keep up with that ever-advancing curve. This year, she wants to explore the bigger picture of our changing social baseline, the integration of digital content into education, and ways to extend these skills to underrepresented and underserved communities. First, Dean will take a look at how what was once an elite art form, gatekept as such for the first century of its existence, rapidly grew and evolved into an everyday skill set. A breakdown of the changes necessary to implement media content creation literacy into education will follow. Finally, she will provide an overview of 100% free and open source options that educators can utilize to maximize student access to the tools they need to communicate to the standard today’s world demands.
Our Solstice platform transforms your meeting spaces into collaboration hubs enabling groups to work in more dynamic and productive ways. Solstice is also easy to manage, providing enterprise-grade network security and centralized management.

Kepler, our cloud-based meeting room monitoring and analytics tool, analyzes Solstice-enabled meeting spaces by streamlining day-to-day oversight of Solstice deployments and providing analytics on meeting space utilization and collaboration. These insights drive greater meeting space usability, productivity, and ROI.
### Interactive Online Biostatistics Lab

The online lab was developed to improve data literacy and reflect changes in modern biostatistics. The interactive online biostatistics lab is more interactive and allows students to experiment with statistical concepts in an easy-to-use and accessible framework. At the same time, students are exposed to a modern open-source statistical software that is available free of charge outside of the class. The lab also allows students to go at their own pace and revisit concepts, which is not possible in a traditional computer lab setting that uses proprietary software. This format is excellent for teachers as well, as it is exceptionally flexible and students don't have to install programs local—this interactive lab eliminates time consuming technical issues. As a result, teachers can focus on content and students can focus on learning.

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### Using Innovative Technology in Mathematics Compared to Traditional Teaching Methods

Some students enter a mathematics or statistics class and are fearful of the subject and algorithms involved. Technology continues to advance, with software and apps that can be used to enhance the understanding of mathematics now readily available. In this presentation, we will demonstrate how to use StatCrunch software, a free Desmos app, and discuss how these methods compare with traditional teaching methods. Student feedback will also be shared.
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A Slow Reading Revolution: Five Techniques for Teaching Multi-Modal Literacy

Reading strategies in literary studies have shifted in recent years from “close reading” practices, associated with authors such as Roland Barthes and Jacques Derrida, to “distant readings” through digital technologies as exemplified by the work of Franco Moretti and Ben Blatt. At the same time, according to the Pew Research Center, about a quarter of American adults have not read a book in the last year. Perhaps, we could also identify an uptick in “no reading” practices. This presentation explores pedagogical tools for encouraging undergraduates to decelerate, allowing for greater depth of engagement with a diverse range of texts. In an age when tablets come preloaded with speed-reading options, I suggest ways to focus on slow reading and, most importantly, why such abilities generate desirable and valuable skills both inside and outside the university today.

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Systems-Thinking in the Literature Classroom

Systems-thinking is a lens that allows students to recognize interconnections, complexity, and feedback loops, which can be crucial tools for understanding the roots of problems and finding suitable solutions, but are not often seen in humanities classrooms. We centered an environmental literature course around tree-focused texts as a way of cultivating students’ systems-thinking skills; conversely, we focused on systems-thinking as a way to illumine our investigation of tree-focused texts. Students were encouraged to use the tools, vocabulary, and framings proposed in systems-thinking to find novel meanings and perspectives that emerge from the text when viewed as a system, as well as form connections to the socioecological ideas described within texts. We are currently assessing development in students’ systems-thinking skills through pre- and post-concept maps paired with interviews. Through this case study we aim to better understand how systems-thinking can grow through the study of literature and how trees can facilitate the introduction of systems-thinking into the literature classroom.
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**A Different Kind of Class Discussion**

Teacher education programs need innovative models for how to engage students with diverse views on topics within various disciplines. This project addresses this challenge in a unique way by integrating Q Methodology into preservice social studies teacher education. A core element of Q is the Q sort, a special sorting activity found to effectively draw out a person’s subjectivity on a given topic. In this project, students completed Q sorts on two controversial topics within social studies education, the results of which were used to group students based on shared common values or attitudes. Rich class discussions were then held using the Q sort results as the basis for positions taken by each group, followed by constructive debates between the groups. This approach provides students with a safe means to share and explore views on sensitive topics.

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**Motivation to Teach in Non-Formal Settings: Volunteer Teachers in Second Language Community Courses**

What keeps more people from getting involved in second language community courses as volunteer teachers? English as a second language (ESL) community courses take place in non-formal learning settings, as much as they are not usually sponsored by educational institutions and are run by volunteers who reside in the community where the courses take place. The motivation to teach and be involved with adult ESL students, many of whom have immigrant and refugee backgrounds, can vary greatly. This presentation will demonstrate what volunteer teachers in the U.S. said their motivations were in becoming involved in teaching in these specific settings and will provide insights on how to motivate more people to get involved.

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**Relevance of Writing and Intentional Use of Technology in an L2 Classroom**

Technology is often considered as an alternative to teachers. However, the intentional use of technology in a language classroom does help L2 students showcase what they already know, even though it is not in the target language. Therefore, to blend in theme-based or content-based instructions using intentional use of technology, the presenter will briefly Esri Story Maps, a Web 2.0 application (Li, Dursun and Hegelheimer, 2017). This multimedia software provides the ELLs an alternative platform to display their existing knowledge via alternative modalities, i.e., interactive media resources. As a result, it lowers the affective filter (Krashen, 1982) and supports learners in the language acquisition process. The presenter will share his own experience of using this resource as an English composition course instructor in a mid-western American university. Additionally, participants of this presentation will learn how to create a presentation and how to guide their students step-by-step.
**Communities of Inquiry: Strengthening and Protecting Online and Hybrid Learning Communities**

Whether you teach courses that are 100% online, hybrid, or face-to-face with online components, a danger is that the learning community can suffer. How do we protect the connections and the in-depth discourse that one might lose when teaching online? In order to guard the integrity of deep and meaningful learning, we must understand and apply research-based teaching and learning strategies. The Community of Inquiry is a framework that can guide educators as they plan for coursework online. This presentation will explore the CoI framework and its three elements—the social, cognitive, and teaching presence. The presentation will also encourage educators to think of how they will optimize their learning communities, with intent, using the framework of CoI. Educators will engage in reflection as they work to strengthen and protect their learning communities.

**Community Groups: A Strategy to Promote Connectedness in Online Courses**

In online courses, fostering a sense of classroom community can be challenging. In an effort to create relationships within the online classroom community in introductory, foundations of education courses, Klash began to use community groups. Community groups are comprised of 3 to 5 students with similar major areas of study. Throughout the semester, students participate in structured activities within the community group. Reflective comments have previously indicated students feel a greater sense of connectedness in an online learning setting through the use of the small community groups. Additionally, students reported excitement to interact with their like-major peers. This strategy has proven beneficial in creating connections and community in a virtual classroom setting.
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**Yes-and-ing Improvisational Theater Games in the Classroom**

Improvisational theater activities can foster a space where students become more aware of their own speech, body, and behaviors in order to observe, listen, and respond to their environment. Participating in such games encourages students to learn to communicate directly both inside and outside the classroom. Learning to be more extemporaneous transforms students to interact in a confident manner, where they don’t feel the need to follow a script or might second guess themselves. Lastly, the major takeaway of improv allows students to “yes-and” a scene, transforming how they observe their environment and communicate in a way that is approachable, creative, fun, and playful. With this presentation, Benjamin will share and facilitate some examples of how she incorporated improvisational theater games in the classroom that helped students foster a space of community, collaboration, and creativity.

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**Friends From Class: Building Space for Friendship in the Classroom**

Each year, first-year college students face challenges acclimating to their new environments. Research suggests that creating a supportive social network is vital for first-year students’ acclimation to college life and overall success. Following Janice McCabe’s call for professors to create spaces for students to make friends, I have experimented using gamification in my composition classes to help students foster supportive peer connections and to incentivize behaviors that benefit student learning. Using Kevin Bell and Karl M. Kapp’s research to guide my course’s design, I placed students in teams and had them compete against each other for rewards. Using gamification in my classroom has allowed me to leverage First-Year Composition’s early placement in students’ academic careers. Additionally, its small classroom size fosters habits and relationships that help students succeed in composition and can be transferred across academic disciplines.

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**Break into the First Day of Class with a Breakout Activity**

The first day of class usually addresses course concepts, learning goals, due dates, and deliverables. But conveying this information is often boring, tedious, and off-putting. I wanted to avoid setting the tone of a droning professor reading off information when students could obtain course information by immediately working in teams, collaborating, communicating, problem-solving, using technology, actively learning, and coaching others—all skills I want to foster in my class. My digital breakout game required students to work together for a deep dive into course content, policies, goals, and requirements. While this activity was well received and met learning goals, I gained very valuable—and somewhat unexpected—information about my students, individual personalities, work approaches, strengths/weaknesses, team roles, and other insight during the first day of class. This digital breakout activity is easily adaptable to other course content areas, grade levels, and time frames as well as a physical breakout activity.
Self- and Peer-Reflection: Using Rubrics to Improve Constructed Responses

Students have difficulty answering free response questions appropriately. This can be due to discomfort with the response format or a lack of content knowledge surrounding the topic. Using a method I developed in my high school AP environmental science course, I saw significant student improvement on free response scores on the end of course exam, well above the national averages. This method is appropriate to use formatively within the learning process or in conjunction with summative assessments. While it was developed for AP courses, it is useful in multiple K-12 and undergraduate education settings. This practice can improve selected response scores on quizzes and tests. Students’ self-confidence and content knowledge grow while their writing improves over time.

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Using Instagram and Snapchat as Assessment Tools in Multiple Classroom Contexts

Most students nowadays communicate and make meanings through social media sites (e.g., Instagram, Snapchat). However, their classroom learning can sometimes be disconnected from their daily digital literacy practices. Instead of seeing social media as distractions, I position students’ digital literacy repertoires as an asset for learning in my classroom. In this presentation, I will showcase how I used Instagram stories and Snapchat as assessment tools in an Intensive English Program classroom and a writing class for elementary preservice teachers and my students’ creations. Students in my IEP class compiled Snapchat/Instagram stories about a trip to illustrate their learning of phrasal verbs and past tense. Preservice teachers created multimodal (i.e., visual, audio, written) and multilingual stories with Snapchat/Instagram in their writing workshops upon learning about writer’s crafts and multilingual writing strategies. Potentials for using Instagram and Snapchat to assess students in other classroom contexts will also be explored.

Workforce Development: Entrepreneurial Literacy Project for High School Students

Entrepreneurship may empower and support how learners can improve their financial lives and create a better future. Early exposure to entrepreneurship is critical to build confidence, understanding business, and securing future income. Using a day-long workshop format, this project developed and offered an entrepreneurial literacy training program to high school students. An experiential learning instructional method was used from a business perspective, by combining the practical realities of creating and running a retail business with the imaginative process. Several activities were used in the workshop including goal setting exercises, a business industry panel, and networking to expose the students to various aspects of entrepreneurship. The textile, merchandising, and interiors department’s student-run business, Couture a-la-cart, was also featured to solicit peer engagement. The project developed students’ interest in entrepreneurship, exposed them to the characteristics of a successful entrepreneur, and elicited community engagement with the university and broader Athens business partners.
The Pressing Poverty Problem: Innovative Strategies for Teaching About Poverty in College Courses

Poverty continues to be a pressing issue for college students and for U.S. families alike. Over 12% of the U.S.’s population is poor. Almost 36% of all college students are housing insecure and 32% rely on the Federal Pell Grant to support their education. Family Resource Management is a broad field consisting of personal finance, energy conservation, time-management, and the management of human needs. It is highly compatible with teaching about poverty and prompting a variety of innovative, pedagogical techniques. In addition to lecturing, the instructors used a variety of innovative strategies, an in-class video, and the sharing of campus resources to assist low-income college students. The instructors challenged the students to apply their knowledge to develop an anti-poverty program. Lastly, students participated in a 3-hour long simulation where they took on the role of a low-income family. This presentation will share tips for teaching about poverty in a college course.

Active Learning Strategies for Discussing Race, Ethnicity, and Social Inequality in the Classroom

Conversations surrounding race, ethnicity, and social inequality are essential for students to develop critical social consciousness. These topics can also be a source of discomfort for both teachers and students. This paper presents a template for an active learning exercise that encourages students to engage with data sets that demonstrate the profound impacts of racial and ethnic discrimination on human lives. During this activity, students read primary research articles on racial and ethnic disparities in health care, education, and incarceration. Then, they engage in variants of world café, jigsaw, and concept mapping activities that are combined to encourage development of students’ own conclusions about links within and between thematic areas. In this way, students work through the initial discomfort of the topic together, drawing upon data points and recognizing patterns that lead them to construct their own conclusions about the impacts of ethnic and race-based discrimination in our society.

The Importance of Teaching American History Before Columbus

Far too many history courses teach that America was empty or almost empty, a blank slate existing only so that colonists had a fresh start. They teach that American history begins with Europeans. This is not just Eurocentric history. This is teaching that what matters is the U.S. nation-state rather than the history of humanity in the Americas. It is teaching to ignore or even systematically erase the tens of thousands of years of histories in this land long before any European ever came here. I argue and practice that at least a quarter of U.S. history, part I, courses be devoted to American history before Columbus. This should include Native American origins, Native accounts, proven Aboriginal and Polynesian migrations before Columbus, Native civilizations as old as Ancient Egyptian ones, Native science and technology, and Native influence on American society and politics.
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**Developing Occupational Faculty as Data Practitioners with an Instructional Data Analytics Training Program**

Are you what you think you are? Does the data related to your course outcomes reflect your perceptions about what your students can do or have learned? This session will discuss a training program used at Central Georgia Technical College to prepare new and/or emerging faculty for the use of data in developing their instruction. This session will discuss the structure of this program. This program begins by building curiosity about data among faculty, outlines an effective process for using data to guide decisions, using the local data repository to extract useful data, and concludes with guidance on using Excel to analyze the data which has been mined. A research project and poster session will conclude training, and faculty will receive an Instructional Data Analytics certificate. This session will go into further detail on the structure of this training program and how it might be implemented at your local institution.

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**Adaptive Mentoring Strategies that Enhance Student Academic Engagement**

Supportive mentoring relationships that encourage student inquiry and engagement happen when the multiple nonlinear attributes of effective leadership come together and respond in real time to the complex dynamics of the learner-centered classroom. When each faculty member works collectively to cultivate a consistent campus culture of responsive mentorship, all students receive the support and guidance needed to develop and hone the noncognitive competencies— intrinsic motivation, sense of belonging, and academic confidence—that influence student academic engagement. Building upon the leadership competencies and attributes of military leaders in operational environments and situating those best practices in complex adaptive systems thinking, Reddick has created a professional development curriculum that equips faculty with the skills and mindset to not only provide one-on-one responsive mentoring to students, but also transform classrooms into responsive group mentoring spaces.

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**Dynamic Student Assistance: Reimagining the Contributions of Teaching Assistants**

The challenges addressed in the first-year seminar for members of the honors program include improving student-instructor interactions in a large class setting and supporting the university’s quality enhancement program of encouraging undergraduate research. Innovations used were creatively rethinking student teaching assistant interactions and supporting a mentoring relationship between the teaching assistant and course instructor in addition to students and the teaching assistant.
Supporting Teacher Candidates as Readers using Bookstagrams

Teacher candidates often struggle with their dual identities as college/graduate students and their new identities as teachers in secondary classrooms. Within secondary English education, teacher candidates also have to investigate their identities as teachers who individually read and write and not just teachers who teach reading and writing. To foster and develop our students’ identities as teachers who read as they transition into fieldwork, we have had them create a social media presence as a reader using Instagram. These Bookstagrams give students a context to build a community of readers with their classmates and program faculty while focusing on their own needs and desires as individual readers. Students use their Bookstagram to show their classmates and their secondary students what it means to be a real reader and a teacher of adolescent readers, and how these two identities work in harmony in their classrooms. Furthermore, the potential of the online presence of teachers’ Bookstagrams has implications for their continued work as they transition into full-time positions post-graduation.

Digital Compositions

For first-year composition instructors, one goal is to help students recognize the importance of developing their composition skills. I have found that using multimodal composition helps students better understand how rhetorical awareness, critical thinking, writing conventions, writing process, metacognition, and reflection can be used beyond the academic classroom. Podcasting is a creative way for students to practice writing instruction outcomes while simultaneously considering digital literacy and learning project management skills. For research-based writing, the project focuses on the rhetorical choices each student makes in revising a researched argument paper into a new multimodal genre. Similarly, the podcast project can be used for personal narrative, memoir, profile, and evaluation, as it focuses on rhetorical choices students make in storytelling within a new genre. Podcasting requires that students consider a more public audience and introduce new digital artifacts into their composition. In addition, students are asked to consider their own ethos and how different media genres, specifically in popular culture, influences public opinion.

Geo-located Dialogue Trees as Compositional Pedagogy

Geo-located dialogue trees offer added layers of interactivity and intrigue to the simple, straight-line, non-participatory forms of media that many educators are used to. In this presentation, I reimagine composition in such a way that students no longer write an essay to be read, but instead design an experience to be interacted with. Amid a growing need to imagine ever-more dynamic ways to engage young people who must, themselves, increasingly contend with a mass media culture that invites spectatorship and nonintervention, dialogue trees offer an untapped means to synthesize elements of play and storytelling into exciting new directions of compositional pedagogy. With recent software developments such as Augmented Reality Interactive Storytelling Engine and Twine 2, dialogue trees, once exclusively the tool of choose-your-own adventure novelists and video game programmers, can now be utilized in apps, community centers, and classrooms alike. I showcase and/or discuss examples for each of these.
Packback Questions is an inquiry-based discussion platform that cultivates valuable, student-led discussion by encouraging curiosity.

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Choose Your Own Phylogeny: An Interactive Series of Modules Illustrating Natural Selection and Evolution

Natural selection and evolution are two key related concepts vital for an understanding of biology. However, understanding all of the parts of these processes can be a challenge for students, especially since these parts are often broken up and addressed independently over time before being reunified in the end. To assist both with the initial learning of and connection between the parts of these concepts, I have undertaken to develop a series of modules using the open-source software Twine. This software is designed for use in interactive storytelling; by having students work with these modules over a semester, they can learn the individual topics that are useful for understanding natural selection and evolution, while also being able to join them together for one longer, cohesive lesson. All of this can be done using a standard internet browser and is free for students.

Inclusive Learning and Teaching in Undergraduate STEM Instruction

Current and future faculty who participate in our professional development will learn to implement inclusive teaching methods in their STEM classes, which will reduce gender and traditionally underrepresented minority disparities in performance and improve students’ sense of belonging, self-efficacy, and STEM identity. This project will positively impact URM retention and degree attainment in STEM fields over time, ultimately diversify our national STEM workforce. We distribute online teaching courses (MOOCs) to institutions to educate faculty and graduate students on inclusive teaching strategies.

Using Feedback as a Method for Enhancing Drawing Quality with Learner-Generated Drawings

This study used learner-generated drawings to foster student learning during a lesson about the physical and chemical properties of matter. While there is extensive evidence supporting the benefit of learner-generated drawings (Fiorella & Mayer, 2016), much of this research has also found an important boundary condition of drawing, being the quality at which students draw. In an effort to explore a strategy for boosting drawing quality, students in this study were provided with varying forms...
of feedback on their drawings. One hundred ninety-seven eighth grade students learned and generated drawings about the properties of matter over one week. All students were randomly assigned to a formative or summative drawing feedback condition, in which students either received elaborative or corrective (formative) feedback on each of their drawings throughout the week or received corrective (summative) feedback on their drawings at the end of the week. All students completed pre- and post-tests that assessed retention and transfer. Data for this study is still being coded and analyzed; therefore, results are forthcoming. Overall, we expect students who receive either type of formative feedback to outperform students who receive only summative feedback at the end of the week. Furthermore, between the formative feedback groups, we expect students who receive elaborated feedback to outperform students who receive corrective feedback on questions of retention and transfer.

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Using Augmented Reality to Improve Accountability in Physical Education Courses

Accountability is an essential trait for students to develop. It enables them to take responsibility for their actions, learning, and overall performance. Specifically, in physical education it is important students are held accountable for tracking progress in order to improve their overall fitness levels. However, accountability can be a challenge in PE due to class size, the variation of abilities, and time constraints. Therefore, technology such as augmented reality offers an innovative solution to this challenge. For this project, AR was incorporated in the physical activity part of two courses—walking and cross-country. Using ARIS, an AR platform, interactive campus routes were developed through GPS and navigation of the onscreen map. During class, students were tasked with completing the route and collecting virtual badges to improve accountability of the students’ walking progress and assist the instructors with managing the class.

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Active Learning of Game Theory: Application of Online Learning as a Class Complement

Our objective is to improve creativity and active learning by providing online group conferences and assignments. In economics, concepts and mathematics are intertwined. Game theory is one of the economic subjects in which a deep understanding of the strategies and behavioral economics is essential. In our teaching method, we use an online platform as a class complement to expose students to both straightforward games and complicated scenarios. In each game, students can study the rules at their own pace, have an opportunity to explain the strategies using their preferred way of communication, and have the option to be a solo or group player. This method also provides a learning environment in which students experience a simulated situation of the real world, improve their problem-solving abilities, and engage in active learning.

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I Love Laughter

We are consumed by testing, and our students feel this pressure everyday. I Love Laughter is a technique I have incorporated into my teaching that helps students express themselves in their communication with each other, in their learning, and when dealing with the stresses of continual testing. Each day, we bring in a new thought, practice, or communication tool that allows each student to work through their projects and focus on the joy of learning.
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Attitudes and Self-Efficacy for Social Responsibility: A Personal Observation on an International Service-Learning Program
The purpose of this study is to examine a Higher Education Institute’s International Service-Learning Program, which is aimed to promote social responsibility in undergraduate students. Previous research on student participation in ISLPs found increases in students’ self-confidence in their abilities and internal drive to engage in activities that can positively contribute to civil society. In this poster presentation, background of HEI ISLPs will be introduced to the audience to provide contextual background information for the study. Then, with participant observations of the targeted program, the program designs with the potential impacts on students’ attitudes will be described. Finally, we will discuss the implications that student engagement in HEI SLPs, aimed to promote social responsibility, can impact a students’ self-efficacy for engaging in socially responsible practices now and in the future.

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No More Bricks in the Walls: Exploring the Potential of the Outdoor Classroom as an Instructional Strategy
Outdoor Learning is defined as learning that results within the context of an outdoor experience such as in-field studies, nature studies, environmental education, and outdoor education. However, OL can be achieved regardless of the curricula simply via an outdoor classroom setting. Framed within the context of Kolb’s Experiential Learning Theory, an increasingly studied area of pedagogy, OL may offer an easily implemented strategy for instructors seeking creative links between learning and instruction, as well as a way to bridge a growing gap between humans and the natural world. Many administrators and more traditional educators do not perceive OL to be effective and view outdoor experiences as impractical. To offer greater insight into OL, this research compares the effectiveness of three different forms of instructional strategies—Traditional, Collaborative, and Outdoor Learning—implemented during guest lectures of an undergraduate natural resources class at the Warnell School of Forestry and Natural Resources.

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Increasing Student Learning and Motivation: Implementation of Specifications Grading in a Sophomore Level Undergraduate Cell Biology Classroom
Assessments used in specifications grading have shown to be beneficial for student learning and motivation compared to traditional grading systems. We implemented specifications grading in Cell Biology, creating 20 unique learning outcomes, where each is assessed by a LO quiz. Mastery of the material on each quiz is the basis for the final grade that the student earns in the course. If students were unable to master the content on their initial attempt, they could earn retakes for each LO assessment by completing an assignment associated with the information covered in that LO. The ability to retake assessments is a strategy used in specs grading to increase student effort and give the student more control over their grade. Initial analysis of student attitudes toward specifications grading are positive and we are assessing attitudinal data, content knowledge, and DFW rates as compared to traditionally graded sections.

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Interprofessional Collaboration Between Student Pharmacists and Student Psychologists
The Accreditation Council for Pharmacy Education has created new standards for pharmacy schools to implement more interprofessional education opportunities between pharmacy students and other healthcare professionals. Published studies describe the importance of pharmacy students integrating into diverse health care teams. However, there are few studies pertaining to pharmacy students interacting with psychology and psychiatry students. A collaboration including the University of Georgia College of Pharmacy and College of Education provide second- and third-year pharmacy students the opportunity to work with graduate psychology students, nurses, and...
social workers during supervisory staffing rounds at two community mental health centers. Pharmacy students are paired with psychology students and are responsible for providing drug information, therapy recommendations, and attending client sessions to provide direct patient care when requested. Results of student perceptions of interprofessional collaboration are presented using the Interprofessional Education Collaborative Competency Survey Instrument based on the IPEC Core Competencies.

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Using Social Engagement-Oriented SSI School Club Activities to Foster Student Activism Against Global Environmental Threats

The purpose of this study is to design and evaluate an action-enhanced Socio-Scientific Issues-based program for school clubs with the goal to foster student activism against global environmental threats with a focus on climate change. Increasingly, humans face global environmental threats as a result of climate change. But around the world, school curricula fails to educate students about how to be prepared to meet these threats in the future. In this poster presentation, we introduce the audience to information about global environmental threats within the context of the Asia-Pacific region and South Korea. Then, we describe how SSI instructional strategies will be introduced to students in after school science clubs in an effort to foster student awareness and promote students’ sense of global citizenship related to environmental activism. We describe the overall structure of the school clubs and highlight some examples of SSI-based activities designed to engage students.

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Decisions Involved in Planning the Assessment on Nature of Science: Considerations from Research on the Assessment of NOS and General Assessment Practices

Teachers often lack resources and experience necessary to assess understandings of NOS/SI views in their own classrooms. Over the years, researchers have developed several NOS assessment tools for evaluating student and teacher views of NOS. A review of different NOS assessment tools published in peer review journals reveals that these tools vary in terms of dimensions or aspects of NOS assessed, characteristic of the items, participants, the process of development of these tools, validity, and reliability approaches. We believe that science teachers may benefit from knowing the different dimensions and the multiple decisions involved in the process of development of these tools when they are developing their own NOS assessment tools for their classroom. Also, science teacher educators may benefit from this for enhancing the knowledge of assessment of NOS in pre-service and in-service science teachers.
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