ACCA | Associated Colleges of the Chicago Area

Scholarship of Pedagogy Symposium 2020
Hosted by North Central College

November 14, 2020

Brief Schedule

8:45   Welcome/remarks from host (p. 2)
9:00   Keynote address (p. 2)
10:30 Break: Feel free to visit with colleagues in the break room
10:45 Concurrent Panel Sessions I (pp. 3-4)
11:45 Concurrent Independent Sessions I (pp. 5-7)
12:15 Lunch break: Feel free to visit with colleagues in the break room
1:00   Concurrent Independent Sessions II (pp. 8-10)
1:30   Concurrent Independent Sessions III (pp. 11-13)
2:00   Concurrent Independent Sessions IV (pp. 13-15)
2:30   Concurrent Panel Sessions II (pp. 16-17)
3:30   Concurrent Independent Sessions V (pp. 18-21)
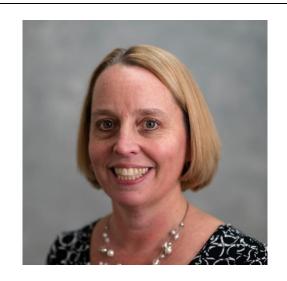4:00   Coffee as a Laboratory for Practical Learning (virtual tour of NCC Coffee Lab) (p. 21)

Register here

8:45   Welcome

Stephen Maynard Caliendo, Ph.D.
Dean, College of Arts and Sciences
North Central College

9:00   Keynote Address

Dynamic Lecturing

Christine Harrington, Ph.D.
New Jersey City University

Discover research-based strategies on how to maximize the effectiveness of your lectures, increasing student engagement and learning. After attending this high-energy and interactive session, you'll walk away with many practical strategies that you can begin incorporating into your lectures immediately. Evidence-based enhancement strategies for in-person and virtual lectures will be shared.

Dr. Christine Harrington has been working in higher education for over 20 years and is an expert on teaching and learning. Currently, she is an associate professor and co-coordinator of a newly established Ed.D. in Community College Leadership at New Jersey City University. Previously, she worked at Middlesex County College for 18 years in a variety of roles including professor of psychology and student success, director for the Center of Enrichment and Learning and Teaching, first-year seminar coordinator, counselor, and disability services provider. Christine also served a 2-year appointment as Executive Director for the Center for Student Success at the New Jersey Council of County Colleges. Christine is the author of numerous books and articles related to teaching and learning including *Dynamic Lecturing: Research-Based Strategies to Enhance Lecture Effectiveness* with co-author Todd Zakrajsek.

10:30   Break

10:45-11:35am   Concurrent Panel Session I

Panel: The Stories We Tell
Moderator: Jelena Sanchez, Spanish, North Central College
This session is expected to be recorded

What's Wrong with Vulnerability?: Integrating Storytelling as a Tool for Critical Engagement

Ada Cheng
Sociology and Criminology, Dominican University

Vulnerability and emotion are commonly seen as a stigma and taboo for learning and teaching in academia. This workshop aims at encouraging faculty and instructors to rethink the importance of vulnerability and emotion in higher education. Its purpose is to demonstrate the various ways that personal stories can be utilized as an effective tool for critical analysis and integrated as a powerful tool for critical engagement with students in the classroom. With experiences and backgrounds in academia, storytelling, and advocacy, the presenter will provide her personal experiences in engaging personal storytelling in the classroom as well as demonstrating how personal stories can be utilized to support theories and constructs for student learning.

Teaching Modern Problem-solving through Biographical Police Leadership

Brandon R. Kooi
Criminal Justice, Aurora University

This presentation will discuss the use of an interdisciplinary pedagogy that involves historical biographies to encourage critical thinking and problem-solving in the aftermath of the 2020 mass police protests. Specifically, biographies from seven exemplary police leaders are discussed to provide a foundation for understanding the causes of modern protest and to determine what solutions will be most effective in reform models. The presentation will discuss a pedagogical approach in which students were engaged in the interdisciplinary literature while they actively conducted group projects that worked towards solutions to specific crime problems while taking into account the leadership demonstrated by past and present police chiefs.

Telling Your Story: Cultivating First-Gen Community

Sophie Hand
Modern and Classical Languages, North Central College

John Stanley
Communication and Media Studies, North Central College

This presentation will share an on-going project that aims to engage first-generation college students in building connections and community through storytelling. Inspired in part by *Say It Forward: A Guide to Social Justice Storytelling* as well as by the work of Voice of Witness and Chicago Scholars, our project aims to empower first-generation college students' voices, especially those from our more disadvantaged communities, as they embrace their own stories of academic challenges and successes. Our goals for the presentation are to introduce an interactive method for first-generation mentors and advisors to build confidence in their students, to highlight the variety and importance of first-generation students' experiences through their stories, and to encourage storytelling as a high-impact practice. We envision an interactive session for the participants.

10:45-11:35am   Concurrent Panel Session I

Panel: Cyber Peer-Led Team Learning (Cyber-PLTL)
This session is expected to be recorded

Christopher N. Anderson
Biology, Dominican University

Jeanette Mokry
Mathematics, Dominican University

Tina Taylor-Ritzler
Psychology, Dominican University

Kate Powers
Student Success and Engagement, Dominican University

In 2019, the Hispanic-Serving Institutions Program (HSI Program) from the National Science Foundation approved funding for a project submitted by Dominican University titled: "Building Capacity: The Dominican University STEM Success Model to Support Students through Critical Transitions" (Award# 1832237). Over the past three semesters, this project has implemented Peer-Led Team Learning (PLTL) course supports in over 13 course sections and served over 500 students. The PLTL approach places successful, experienced students as "peer-tutors" in gateway STEM courses. The tutors are embedded within the course lectures and lead small student groups in weekly workshops to discuss and work on problem solving for the course. The workshops are a space that are additional to class time, the workshops are designed to encourage student collaboration and exploration outside of the classroom. Current STEM Gateway pilot courses that may include peer tutors are CHEM 120 (General Chemistry I), CHEM 121 (General Chemistry II), MATH 130 (College Algebra), BIOL 111 (General Biology I), and BIOL 112 (General Biology II). In March 2020, the COVID-19 pandemic shifted our workshop modalities from in-person workshops to synchronous remote sessions. This panel will discuss the challenges and opportunities presented by moving from an in-person PLTL approach to "Cyber-PLTL." We will share hands-on examples of remote workshop activities in our presentation.

Panel: Getting the Best Essays from Your Students
This session is expected to be recorded

Keegan Lannon
English, North Central College

Christine Wilson
English, North Central College

Megan Paonessa
English, North Central College

On the topic of writing preparation, both within the external broad educational context and internal campus community, English teachers are accustomed to hearing that students cannot write. This is contradictory to this panel's 35 years, combined experience, teaching novice first-year students. As essentially we don't fail the majority, but we hear the majority cannot write. Where is the disconnect?

There is, of course, a tangled web of pedagogical and political reasons for this disconnect; but the main supposition and premise of this panel is that writing instruction does not end freshman year. Students need the space, in their other courses, to build off our FYW (first-year writing) foundational goal: learning that writing is recursive.

In that vein, our three panel presentations will suggest in-class activities any instructor can implement, in order to effectively support their students through the recursive writing process—with specific attention paid to invention, drafting, and revision stages. These activities represent some of our best-practices for composing and ones we regularly use in our own classes, to maximize student potential.

11:45-12:10am   Concurrent Independent Session I

Three "Free and Easy" EdTech Tools to Incorporate Student Engagement and Active Learning into All Modes of Course Delivery
This session is expected to be recorded

Stephanie Whitus
Criminal Justice, Aurora University

Chetna Patel
Chemistry, Aurora University

Pam Wicks
Communication, Aurora University

This session is suitable for all proficiency levels, and will include a demonstration of three "free" technology-based tools that can be used to create powerful and interactive learning experiences for students. CoSpaces Edu is a free 3D creation web and app-based tool that allows students to create 3D AR/VR environments. The use of this tool in chemistry courses to create virtual scenes to show the application of learned concepts will be presented. Collaborative LMS tools such as the Workshop activity in Moodle allow students to review and peer assess each other's work, as well as obtain instant feedback. Students participate in active learning, are engaged, learn from each other, make corrections and edits, and increase their critical thinking skills--all within this tool. Edpuzzle allows instructors to crop, customize and remix online or personal video content, and then embed questions, narration, or notes. Once assigning a video clip, instructors can determine if students are viewing the content (completion) and if they are understanding it (comprehension).

Towards Self-Regulated Learning
This session is expected to be recorded

Caleb S. Lewis
Business and Public Policy, Aurora University

This session will detail the essential aspects and practical value of Self-Regulated Learning (SRL). SRL puts students in a central role in the learning process. Wherein, students are capable of learning to be more effective learners by improving meta-cognition, study habits, and active reading. In this study, students were exposed to interventions intended to improve learning. Pre-and post-test surveys were used to gauge student learning of course content and awareness or utilization of SRL techniques. Results indicate improved study habits and learning. Exposure to techniques intended to foster SRL and reflection can improve student learning while empowering the student to become a more effective learner. Further, positive student feedback indicates students themselves see value in this approach.

Using Student-created Geographic Maps to Assess Learning
This session is expected to be recorded

Christopher D. Wells
Parks and Recreation Leadership, Aurora University

One of my recent teaching goals was to help students learn to create geographic maps they can use to tell a story. I wanted to take them beyond the important skills of writing papers and creating presentation slides, and show them how to create the types of storytelling maps we encounter in the media each day. Using free online map making tools, my students have thrived at map making and those maps have become a very useful tool for assessing their learning.

Through this presentation you will learn how to teach map making skills to your students and see several examples of the ways in which student-created geographic maps can be used to assess learning.

11:45-12:10am   Concurrent Independent Session I

Assessing Motivation and Utilizing Motivational Interviewing in Introductory College Biology for Improved Student Success
This session is expected to be recorded

William J. Martin
Biology, Aurora University

Student motivation, metacognition and engagement are strong predictors of academic success in the undergraduate biology classroom. Implementation of diverse active learning strategies results in increased student engagement and improved student performance. Instructors direct students on behaviors aimed to promote self-reflection and self-efficacy towards academic success yet see varying follow-through from students. Behavioral engagement through motivation is targeted since academic activities have been shown to offset lack of college preparedness for those with low academic ability but few studies address if student motivation is aligned with pedagogical activities. This research study assesses motivation in students in two separate but parallel, introductory biology courses required for majors. Students in one course, with usually high attrition and serving students from diverse majors, will be compared to a second with low historical attrition and serving a single pre-professional program at a single upper Midwestern HSI. Measures of motivation will be reassessed midterm and correlated to midterm course grades as well as final course grades and attrition when the semester is complete. A planned intervention in the high attrition rate course involves Motivational Interviewing, MI, with those biology students within the semester. The MI intervention will be overlaid onto already established active learning and metacognition pedagogies.

Graduate Nursing Students' Perspectives of Faculty Caring in Online Learning: A Survey Study
This session is expected to be recorded

Deb Jezuit
Nursing and Health, Benedictine University

Elizabeth Ritt
Nursing and Health, Benedictine University

Gina Panozzo
Nursing and Health, Benedictine University

Alison Ridge
Nursing and Health, Benedictine University

There is limited research associated with faculty caring in online graduate nursing programs. A survey study was conducted at a faith-based university of online graduate nursing students (N=107) to explore their perspectives of faculty caring using the Student Perspectives of Caring Online Survey instrument developed by Sitzman, an expert in caring science. Five survey items rated "extremely important" were statistically significant and included: 1) responds to postings and emails within 24-48 hours; 2) writes out and posts clear instructions regarding schedules and due dates; 3) provides students with a detailed class calendar that includes all due dates for postings, papers, and projects; 4) writes out and posts clear instructions regarding acceptable length/quality of required online communications such as postings, papers, and projects; and 5) demonstrates respect for the learning process by exhibiting excellence in creating and presenting online content. Twelve relationships among demographic variables and four qualitative themes emerged and aligned with the survey items. The qualitative themes included: 1) demonstrates engagement (consistent engagement in the course, responsive, available, posts videos, and accessible via email/mobile phone); 2) facilitates learning (timely, personalized, constructive, and provides valuable genuine authentic responses to assignments); 3) challenges students (shares professional knowledge and expertise, poses critical intellectual question, and illuminates learning); and 4) encourages students (expresses empathy and compassion, provides praise, and reaches out to students). Faculty teaching in online environments may use these results to enhance their teaching and learning practices as well as promote dynamic and engaging learning communities.

11:45-12:10am   Concurrent Independent Session I

Illinois Superintendent Leadership of Nontraditional Teacher Pay: A Qualitative Inquiry of Moral Purpose
This session is expected to be recorded

Nathan S. Schilling
Educational Leadership, Concordia University Chicago

The purpose of this basic qualitative inquiry was to explore how Illinois public school district superintendents serving learning organizations that have implemented nontraditional teacher pay (NTTP) conceptualize and execute a notion of moral purpose in their professional work. Theoretical and conceptual frameworks predicted a student-centered leadership of NTTP and preservation of human, fiscal, and material resources in the wake of economic constraints—a process that aligns synergistically with educational leadership standards for ethics and management as well as the Ethical Lens Inventory. Six superintendents were purposefully selected to participate in structured, open-ended interviews; reflective journaling; and artifact analysis. Triangulated qualitative data analyzed with a thematic codebook revealed moral purpose conceptualized as service to students and larger contexts—communities, the nation, and society as a whole—that are influenced by superintendents' beliefs, values, and life experience and informs multiple aspects of their leadership decision-making, including NTTP. The latter, specifically, is influenced by superintendent beliefs regarding equity and fairness, and a desire to save and repurpose resources in student-centered ways. Findings support most theoretical predictions, suggest association with additional leadership standards, and provide implications for future research, superintendent preparation, and practice.

12:15-1:00   Lunch Break

1:00-1:25pm   Concurrent Independent Session II

Integrating Course-Based Inquiry
This session is expected to be recorded

Nicole R. Rivera
Psychology, North Central College

Amy Grim Buxbaum
Communication and Media Studies, North Central College

Anne Groggel
Sociology, North Central College

Many undergraduate programs have begun adapting curriculum to give students a rigorous understanding of research methods while producing research that has potential to contribute to social change. Creating opportunities to participate in collaborative, team-based research projects from start to finish provides great benefits to students. Structuring courses to provide hands-on research experience can bridge the gap between research and practice and strengthens students' professional identity development.

Course-based inquiry overcomes some of the limitations of independent undergraduate research. Typically, only a limited number of students can participate in independent research opportunities which therefore may perpetuate existing inequalities. A course-based approach allows students from more diverse and underrepresented backgrounds to pursuing a research experience.

This session will explore the integration of research and active inquiry in courses. Presenters will share examples from courses in sociology, community psychology and organizational communication that include research studies, group inquiry projects, and a qualitative interview project. The speakers will also share challenges and strategies, particularly in courses where research methods are not the primary instructional focus.

The Twentieth-Century Cast: Fostering Historical Thinking and Self-Reflection in the Undergraduate History Survey
This session is NOT expected to be recorded

Mark Soderstrom
History, Aurora University

One of the basic challenges of teaching undergraduate history survey courses is to strike a balance between "covering" wide-ranging content and getting students actively engaged in the process of "doing" history. The latter tends more memorable and beneficial for students. But engagement has its costs: the more engaging the activity, the less time it tends to leave content "coverage." This presentation will introduce an activity that instructors of history surveys can employ to engage students, majors and non-majors alike, in the process of doing history, while priming them to approach course content in a more critical, engaged, and self-reflective manner. The activity requires that students make hard choices about "content coverage" themselves, and, in so doing, think carefully about what history is all about.

1:00-1:25pm   Concurrent Independent Session II

Cosmos of Color: A Color Chemistry Course with a Multicultural Designation
This session is expected to be recorded

J. Brent Friesen
Physical Sciences, Dominican University

The interdisciplinary science of color is a fascinating topic which is rarely addressed in a single course. An online chemistry course that fulfilled the general education requirement for both natural science and multicultural engagement was developed at Dominican University. Topics covered in "The Chemical History of Color" by Mary Virgina Orna formed the basis for the course content. Assignments included reading assignments, reading quizzes, discussion boards, short answer homework sets, and essays. Students explored the basic science of color production and perception from the disciplines of chemistry, physics, and biology. The historical application and development of both natural and synthetic colorants was also investigated. Practical questions were investigated, such as "Why is the sky blue?" "How can different skin colors be explained?" "Do colors influence our mood?" "How do gems get their colors?" and "What are the chemical structures of dye molecules?" Studying the history of color chemistry allowed students to explore the science, scientists, and artists that provided insights into the nature of visible light and those chemicals that interact with it. Two popular science books ("Indigo" by McKinley and "The Rarest Blue" by Sterman & Sterman) connected personal quests with scientific discovery and applied techniques. The students' final project was to describe their own quest for understanding a color and its implications for their life.

Using Current Organizational Cases to Promote Higher-Level Decision Making
This session is expected to be recorded

Kami L. Tsai
Human Resource Management, Lewis University

Many undergraduate students who are preparing to enter the workforce in areas such as Human Resources are unprepared for the complexity of the problems they will encounter. In an effort to better prepare these students for the 21st century workforce and the difficult decisions they will inevitably face, faculty can consider utilizing very specific examples of current issues within a real organization. In this session, I will make the case for using these types of "real-life" cases in the college classroom and discuss how I have utilized them in my classes. How other faculty might incorporate these types of cases into their classes will also be discussed.

Inclusive Pedagogy in Online and Blended Environments
This session is expected to be recorded

Elizabeth A. Sturm
Special Education, Lewis University

According to the most recent data from the National Center for Students with Disabilities (2019), 19% of college students identify as a person with a disability. This session will focus on strategies that not only support these learners in online and blended courses, but also support a wide diversity of learners' needs. We will first examine characteristics of today's college students, then share practices that use universal design principles to provide multiple means of engagement, representation, and action and expression to support learners in achieving learning goals. Methods for examining the course as a whole, and then drilling down to the weekly level will also be shared. Participants will be provided digital access to supporting materials to help them increase accessibility in their own courses.

1:00-1:25pm   Concurrent Independent Session II

Models and Modeling During COVID-19
This session is expected to be recorded

Drew A. Rholl
Biology, North Park University

Understanding the spread of infectious disease has always been important, but discussions about modeling transmission have become commonplace with COVID-19. Modeling is a focus of the AAAS and NGSS as an essential student competency. During the beginning of the Fall 2020 semester, students in a Biology topics course encountered disease modeling by 1) evaluating existing online simulations and 2) creating flexible infectious disease models to simulate features of infectious disease spread.

For the first activity, students explored four previously published models of COVID-19 and used discussion boards to evaluate the benefits and drawbacks of each. They ranged from predetermined, guided animations (Washington Post) to sites with numerous highly flexible simulations letting users adjust disease factors such as transmission rate, death rate, etc. (meltingasphalt.com). This activity is easy to implement with students at any level or major.

The second activity was much more involved and challenged students to learn block-based coding to apply what they knew about infectious disease spread. The Starlogo Nova coding platform was selected due to its multiple resources, opensource free status, and previously established models to use as a starting point. Students identified a variable to test and then worked independently and with instructor support to code a model to explore that variable. Models allow users to evaluate the effects of multiple variables, including testing frequency, infection rate, frequency of handwashing, etc. Surveys showed students were challenged by the activities and were proud of their products.

Activities can be used independently or in tandem.

1:30-1:55pm Concurrent Independent Session III

The Learning Cycle: Meeting Adult Learning Needs
This session is expected to be recorded

Kenneth P. King
Education and Human Performance, Aurora University

In the early 1960's, Robert Karplus and his colleagues proposed and implemented an instructional model based on the work of psychologist Jean Piaget. This model would eventually be called the Learning Cycle. (Atkin & Karplus, 1962). As an instructional model, the learning cycle provides the active learning experiences recommended by the National Science Education Standards (National Research Council, 1996). Numerous studies have shown that the learning cycle as a model of instruction is superior to transmission models (i.e., direct instruction) in which students are passive receivers of knowledge from their teacher (Bybee, 1997).

Educational psychologist David Kolb's work demonstrates that the learning cycle is a highly appropriate way to structure learning for adults as well as young people. The focus of this presentation is to introduce faculty to the learning cycle as way to structure educational activities for learners. With the need to revise and revisit instructional practices during the pandemic, this is an opportune time to reflect on adjusting practices, particularly for those involved in remote delivery of instruction.

Redesigning the Zoom Classroom in the Image of the Traditional Classroom
This session is expected to be recorded

Luigi Manca
Communication Arts, Benedictine University

Because of the impact of the Corona virus on our area, at my institution we are now teaching our classes online, using Zoom as the main platform to replace the physical classroom. In this presentation, I would like to share some ideas on how to apply some old face-to-face communication theory to the new communication environment that many of us are now using to teach our classes online.

Specifically, I would like to start with social psychologist Theodore Newcomb's model for face-to-face communication from the 1950s, called the ABX model. (A is for sender, B is for receiver, and X is for an object of orientation in their immediate environment.) A fundamental finding in Newcomb's research with face-to-face communication was that feedback from receiver to sender is an essential requirement for communication to take place—just as essential as the message from sender to receiver.

In my presentation I plan to discuss my attempts in trying to recreate the Zoom classroom in the image of the traditional classroom and to support instant feedback in the communication process.

Breakout on Zoom: Student Collaboration Hubs
This session is expected to be recorded

Margaret K. Carroll
Education, Saint Xavier University

In the world of special education, autonomy is not the operative word. Perhaps the most important word is collaboration. Special educators participate on teams to develop individualized annual learning plans for students; they co-teach with general educators in general education classrooms; they collaborate to determine intervention strategies, accommodations; assessment strategies; and behavior plans. The call for authentic learning in teacher preparation programs means that practice in collaborating with other adults for the welfare of p-12 students must be provided. In this session, use of zoom breakout rooms will be explored as an alternative to small group work when in f2f settings. Faculty from any discipline will immediately see implementation applications for their students in their areas of study.

1:30-1:55pm Concurrent Independent Session III

Trauma on the Sidewalks
This session is expected to be recorded

Kristin Holmes Clifford
Clinical Psychology, Benedictine University

For many, the pandemic brought messages of hope and patience. Brightly colored chalk drawings lined neighborhood streets with rainbows, hearts, and messages of strength and courage. Chalk was sold out of most retail stores and suddenly cost 50 dollars on Amazon. I have worked with children and adults who have survived traumatic events and they will often unconsciously revisit these experiences through art and play. Looking at brightly colored sidewalks with this new perspective reveals a more honest reflection of the statistics we know in the US. It has been estimated that 1 out of every 3 children will experience a traumatic event before their 18th birthday.

Teaching in the Master's of Science in Clinical Psychology (MCP) program at Benedictine University allows me to guide students to explore how art, poetry, and play reveal important information about the creator that can be used in the students' clinical work. In coursework, I ask my students to evaluate art, poetry, and essays and to analyze potential experiences of the creators. For many students, this exercise reveals a part of themselves long forgotten when crayons were replaced with jobs and careers that focus on productivity instead of creative expression. Using art and play can be a powerful way to express emotions. Activating the right hemisphere of our brains can bring creative expression to feelings that could become overwhelming or paralyzing. Many children have taken to the sidewalks to express themselves during this stressful time. Yes, many drawings are hope filled but it is just as important to acknowledge the many expressions of trauma on our sidewalks too.

Small Groups as a Participatory Learning Method
This session is expected to be recorded

Charles S. Corwin
Sociology, North Central College

For this symposium, I propose to detail my small group pedagogical method for encouraging stronger participation and co-learning in the classroom. I will highlight effective techniques that have led to deeper conversations and offer guidance on common pitfalls to small group learning.

The small group method I use in my classroom is adapted from the World Café model of participatory learning. The small group method is used to foster collaboration and dialogue and build leadership skills among students. In my classroom, students are divided into groups of typically five or six at the outset of the term and stay in the same groups for the duration of the term. Each week a different student leads their small group and comes prepared with a set of questions to guide the conversation. Groups meet for one hour per week, including a report out session at the end of group time. Leaders later post reflection notes to assess group content, group dynamics, and their own performance as a leader.

I have utilized small group learning in both in person and online classes and believe it is adaptable from high school to college settings, although I only have experience in higher education. My success with its application spans 13 college courses with overwhelming reports from students—both personally and in anonymous course evaluations—on their ability to learn from others, share more freely, and better digest course content compared to larger group dialogues and lectures.

1:30-1:55pm Concurrent Independent Session III

Student Reactions in Asynchronous Online Learning in the COVID-19 Emergency Crisis in Higher Education
This session is expected to be recorded

Carol A. Lindee
Business and Health Administration, University of St. Francis

Bonnie J. Covelli
Business and Health Administration, University of St. Francis

Richard Vaughan
Business and Health Administration, University of St. Francis

The COVID-19 pandemic forced higher education institutions to quickly transition instructional modalities in the spring term. However, some courses were already being taught online before the crisis hit. While these students did not need to transition their modality, the pandemic was changing the world around them. The asynchronous online student population within this study provided a unique sample of students to examine the external challenges being faced by students who did not transition instructional modality through the crisis period.

The students in this study were asynchronous online students before and after spring break in the spring term 2020 studying at a small, liberal arts institution in Illinois. This presentation is supported with data about students' barriers and challenges to success in learning. The study also reviewed data on how the institution can support students following the crisis. The data is presented to provide insight for institutions to use to support students in the future as the COVID-19 crisis moves into new stages.

2:00-2:25pm   Concurrent Independent Session IV

FlipGrid as a tool to assess student learning and enhance communication skills in remote chemistry courses
This session is expected to be recorded

Ami P. Johanson
Chemistry, Aurora University

In remote environments, traditional assessment tools have proved challenging, especially in the sciences. In many courses, such as organic chemistry, students need to be able to draw structures and images in a way that is not easily done on a computer screen. FlipGrid is a free online program that presents a way that students can give short oral presentations in which they can explain complex ideas more effectively. This presentation will demonstrate how FlipGrid is used as an effective method to give oral assessments in a 50 person organic chemistry course. In addition to assessing student learning, FlipGrid also provides a powerful tool to enhance oral communication skills. Students use FlipGrid to record short 3 minute presentations on pre-made slides and are then able to receive feedback and make improvements to their presentations. A process that took multiple weeks when done in a physical classroom can be accomplished in a single class or laboratory period.

2:00-2:25pm   Concurrent Independent Session IV

Creating Sport Industry Connections and Skill Development through Virtual Workshops and Career Reflection
This session is expected to be recorded

Farah Jiries Ishaq
Sport Management, Aurora University

In an effort to provide experiential learning in a remote setting, virtual workshops have been developed in applicable sport management coursework. These virtual workshops allow for students to connect with industry professionals, while enhancing their skills in a variety of sport areas including event management, facility management, and communications. Sessions will include "Professional Social Media Management" with the Associate Athletics Communication Director at a Division I Athletics Department, "How to Plan and Host an Event" with the Director of Special Events at a U.S. Olympic NGO, "The New Era of Guest Services" with the Associate Director of Event Services at a Division I Athletics Department, "Covid-19, Social Justice and the Intercollegiate Athletics Landscape" with the Athletic Strategies and Engagement Coordinator at a Division I Athletics Department and "Planning on the Track" with the Public Relations Managers and a NASCAR International Speedway.

Each student will then be given an opportunity to identify a specific career aspiration within sport management, describe in detail the roles and responsibilities of an individual in this position, conduct an interview of a professional in the selected career, and write a four to five-page report describing what they learned from their research about the professional position and from the interview. Additionally, students will apply information from the virtual workshops/speakers to their reflection.

Building a Learning Community to Enhance Student Achievement
This session is expected to be recorded

Ovid Wong
Education, Benedictine University

Jan Writer
Education, Benedictine University

Collaborative team building can be a challenge to the personnel of any institution of higher education (IHE), including those in Colleges and Schools of Education. Having the personnel resources requisite for maximally enhancing the knowledge, skills and achievement of teacher candidates can further compound or mitigate the challenges posed. This is especially true for small colleges and universities with few Education faculty.

This session presents strategies used by a small IHE School of Education to build a collaborative network of support and instruction that extends from a teacher candidate's entry into the Teacher Education Program (TEP) through graduation and beyond. Tactics used to address the challenges posed by the current pandemic are highlighted, along with tactics used to support and enhance the Education learning community. Transdisciplinary collaboration is the key to building a learning community that fosters student achievement, with all faculty and staff fulfilling multiple, complementary roles in the education and support processes.

2:00-2:25pm   Concurrent Independent Session IV

Pandemic Pedagogy: Unexpected Lessons from Teaching during COVID-19
This session is expected to be recorded

Heather Manglesdorf
Psychology, Elmhurst University

Though born out of a pandemic, the last six months have provided an opportunity for many of us to adjust our pedagogical approaches. Some of these changes include learning new technologies, creating more flexible course policies, flipping our classrooms to increase active learning, considering new forms of participation and engagement, and finding new ways to support students' social-emotional needs. In this workshop, we will reflect on what we've gained from being forced out of our comfort zones and discuss what practices we may want to continue once we return to a traditional classroom setting.

Where Are the Young People: An Intentional Intergenerational Small Group and How It Affects Teaching Today
This session is expected to be recorded

Lauren Anders Visser
Communication Arts, Trinity Christian College

"Where are the young people?" This is a question that is often asked in churches and work places. It reflects a lack of relationship and connection between people from different generations. Yet households dominated and promoted intergenerational interactions throughout history, Families continued to be crucial for survival through the post-classical era and the transformation of the west. The biggest rift occurred during the American Industrial Revolution and left an indelible mark on the twentieth century, youth ministry, and education as it is practiced today.

The information above led to a guiding research question: "Can an intentional intergenerational small group at First Baptist lessen the distance between people of different ages and recapture the household connection from second temple Judaism and early Christianity?" After reaping the benefits of this small group, the lessons were then applied to a college classroom, where traditional and non-traditional students interacted together.

This presentation addresses learnings from the intentional intergenerational small group and how it positively affected a college classroom with a diverse set of learners.

Teaching the Visual Arts Online
This session is expected to be recorded

Kaleb Dean
Art and Design, Trinity Christian College

How do we teach art and design effectively online? Distance teaching has become a necessity at nearly all colleges and universities. For a liberal arts college that has never in its history offered an online course, the transition could have been treacherous, tumultuous, and overall detrimental to student learning when both students and faculty were prepared to give in-person instruction only. In this new environment, the teaching methods I've developed have shown no decrease in the amount or quality of work. By using quick response video methods and a platform that echoes that of a social media network, the classroom meets students where they are most comfortable, willing to engage, and able to learn all while maintaining excellence in work and craft.

2:30-3:20pm   Concurrent Panel Session II

Panel: Digging Deep: Psychological Underpinnings to Student Learning
Moderator: Nicole R. Rivera, Psychology and Neuroscience, North Central College
This session is expected to be recorded

Trauma-Informed Pedagogy During COVID-19

Don W. Phelps
Social Work, Aurora University

Over the last 5 years, student mental health in higher education has been an increasing concern. Before the pandemic started, one in five college students experienced one or more diagnosable mental disorders. For many students COVID-19 has added to pre-existing anxiety, depression and trauma. For others, the pandemic brings new grief, loss, and trauma. The social isolation and loneliness of the pandemic present significant emotional and physical health risks which can trigger the body's stress response and exacerbate existing mental health issues. The pandemic is also intensifying long-standing inequities that can compound trauma and even retrigger past emotions experienced by students who have been marginalized. Trauma-informed pedagogy recognizes that students' emotional and physical wellbeing, and sense of security and belonging, influence their ability to learn. Instructors must adjust their pedagogical decisions, course structure, and expectations to meet the unique needs of their students. Trauma-informed pedagogy requires having a deep awareness of our students' experiences and how those experiences impact their ability to learn. When students feel safe, empowered and connected, the result is higher academic achievement, increased student well-being, and greater engagement.

Using Grit as a Concept to Teach Research Methods

Dawn Livorsi
Social Work, Aurora University

This presentation will discuss the use of grit, the psychological concept that measures one's passion and perseverance towards achieving long term goals (Duckworth, 2007), to teach Social Work Research Methods to undergraduate students. Using the Grit Scale (Duckworth, 2007) as a common instrument, students learn how to collect and interpret data, create basic research designs, and interpret the results of their studies. Students also learn to analyze and critique various empirical studies where grit has been measured as a central factor. The concept of grit has great value as a teaching tool while also providing a meaningful component of implicit curriculum. The lessons of grit-remaining tenacious in the face of challenges, staying focused on what is important to them- are useful to students both inside and outside of the classroom. Additionally, as Social Work students are emerging mental health professionals, they can go on to implement their knowledge of grit into their work with their chosen population. This presentation will illustrate how instructors can incorporate the concept of grit and the Grit Scale into classroom learning through small group collaborative work, formative exercises, and a research proposal as the summative assessment.

2:30-3:20pm   Concurrent Panel Session II

Panel: Cultural Connections
Moderator: David Cordero, Art and Design, North Central College
This session is expected to be recorded

Resisting Feminism: Addressing a Feminist Framework in Class on Gender

Emily M. Navarro
Sociology, Elmhurst University

Classes on gender are a part of the core curriculum for many sociology programs across the country, and these classes are often taught using the wealth of knowledge produced by feminist thinkers. However, the word feminism is still controversial and often misunderstood. A Pew Research poll from early 2020 suggests that although 61% of women would describe themselves with the term, feminism is still viewed as a polarizing for nearly half of respondents and outdated for nearly a third. Negative views on feminism are strongest among men, white respondents, and Republicans. This data suggests that professors need to address resistance towards feminism at the beginning of a course using feminist scholarship in order to ensure that students have a base level understanding of the framework. In order to lay this groundwork, I have developed an in-class activity that relies on political cartoons from the first wave of feminism to help students think critically about the goals of feminism over the past century and reflect on the ways in which anti-feminist rhetoric has shaped our perceptions of this movement today.

Re-envisioning General Education Art History

Libby Karlinger Escobedo
General Education, Aurora University

Many students will only take one arts course during their college careers as part of their general education requirements, yet depth of study is key to promoting critical thinking and analytical skills. Through a complete restructuring of the art history curriculum, it is possible to create both breadth and depth, and to move away from tired "art in the dark" appreciation courses toward studies that require students to think deeply about visual culture and meaning and to make meaningful connections between the past and their own present experience.

Critics as Caretakers: Teaching Religion between Critical Thinking and Cultural Appreciation

John W. McCormack
General Education, Aurora University

Introductory courses in religious studies often serve two distinct but related goals: offering general education students opportunities to engage appreciatively with a global array of cultures and teaching students to think critically about the construction and operation of those cultures. This presentation will reflect on the tensions between these goals as they emerge from students' assumptions about what religion is and how it can be studied in an academic context. I will focus on student learning in a 2000-level course, "Exploring Religion," which primarily enrolls students seeking to fulfill Aurora University's "Intercultural Learning" general education outcome. The capstone project in this course invites students to invent a new religious movement and reflect on the symbols, practices, and ideas they used to construct it. Such work enables students to apply creatively the concepts they have learned from the academic study of religion, but students in the course have actively questioned whether this process undercuts the goal of learning about the diversity of the world's religions. Drawing on some of the "invented religions" as well as student feedback from nearly five years of teaching the course, I will try to seek clearer understanding of how to present and achieve the dual outcomes of recognizing and appreciating religious pluralism and thinking critically about the politics of culture and religion.

3:30-3:55pm   Concurrent Independent Session V

Designing an Assessment System to Meet the Needs of All Learners
This session is NOT expected to be recorded

Laura T. LaSalle
Teaching, Learning & Diversity-Differentiated Instruction & Gifted Education, Concordia University Chicago

This presentation will support teachers in understanding how to create and implement classroom assessments effectively and efficiently. A variety of assessment tools and types will be explored. Understanding the alignment of assessment to curriculum and teaching practices is the focus.

Building a balanced assessment system requires an understanding of how assessment, instruction, and curriculum are related. In this session, participants will explore what is necessary to have a balanced assessment system to meet diverse gifted students' needs.
The session will be interactive with Socratic discussions regarding the relationship between curriculum, instruction, assessment, successes, and challenges educators face in aligning assessment to the instructional program for improved student success and an individual's vision to create a balanced assessment system.
Participants will leave the session with a toolbox of assessment strategies.

Session Objectives:
- Understand the necessity to use assessments to drive curricular design and modification for learners.
- Examine various forms of pre-, formative, and summative assessments.
- Understand how to create assessments based on learner profile, student readiness, and student interest
- Understand and explore assessment design tools (rubrics, tests, exit slips, curriculum-based, etc.) to meet all learners' needs.

A Virtual Science Bootcamp for STEM Transfer Students Promotes Psychosocial Gains
This session is expected to be recorded

Elizabeth A. Majka
Psychology, Elmhurst University

Merrilee F. Guenther
Biology, Elmhurst University

Stacey L. Raimondi
Biology, Elmhurst University

Course-based undergraduate research experiences (CUREs) are well-documented as high-impact practices that can broaden participation and success in STEM. Drawing from a community of practice theoretical framework, we previously developed an interdisciplinary CURE course (Science Bootcamp) for STEM majors focused entirely on the scientific process. Among first-year students, Science Bootcamp leads to psychosocial gains and increased retention. In the current study, we tested whether an online Science Bootcamp also improves outcomes for STEM transfer students—a group that faces "transfer shock," which can negatively impact GPA, psychosocial outcomes, and retention. To do so, we adapted Science Bootcamp to a 2-week course for STEM transfer students to complete this August at our 4-year institution. Due to the COVID-19 pandemic, the course was conducted in an entirely virtual format, using primarily synchronous instruction. We will describe the logistics of carrying out the virtual bootcamp, as well as assessment data indicating clear psychosocial gains.

3:30-3:55pm   Concurrent Independent Session V

Innovation Sprints as Educational Innovation
This session is expected to be recorded

Larry Jinkins
Sport Management, North Central College

Many businesses are utilizing concepts such as business agility, human-centered design (HCD), flash teams, and rapid prototyping to drive innovation and combat the ever-changing conditions found in business and society. Additionally, businesses operate in cross-functional teams while curricular specificity (10,000 hours theory) and silos remain as the prevalent educational structure. Therefore, students are under-prepared for the workplace leaving many employers feeling disconnected from learning outcomes being produced in Institutions of Higher Learning (IHL). According to National Association of Colleges & Employers (NACE) (2018), a significant competency gap exists between how college graduates perceive their competencies and how employers perceive those same competencies relative to career readiness. For example, NACE reported nearly 80 percent of college graduates perceive themselves to be proficient at problem solving. Conversely, less than 56 percent of employers consider college graduates to be proficient at problem solving. Overall, college graduates perceive themselves to be proficient when employers consider many to perform well below their expectations. Innovation sprints offer an additional learning opportunity representative of the challenges that many businesses face on a daily basis. Twelve college students from three different colleges and universities participated in an innovation sprint for Fair Oaks Farms, an agri-tourism destination, with the goal of extending visitor stay from a single day to a multi-day experience. Upon conclusion of the sprint, 10 of 12 students reported they would participate in additional innovation sprints and all would recommend the experience to other students. Moreover, the community partner identified the skills learned from the experience are the preferred skills employers are looking for from college graduates.

The ABCs of Student Success in General Chemistry: Simple Strategies for Supporting Students in Chemistry & Beyond
This session is expected to be recorded

Bindhu Alappat
Chemistry, Saint Xavier University

For science majors, maintaining pace in general chemistry courses is essential for 4 year graduation. Earning a grade of D, F, or W in introductory general chemistry courses could set a student back a semester- or a year- and then students must work much harder to catch up. Even more troubling, they are less likely to retake the course, persist in STEM, and graduate from the University. Interventions such as STEM peer mentoring, supplemental instruction, workshops, and tutoring, when provided, show a positive influence on student success far beyond their present coursework. In general chemistry courses where attentive professors noticed and addressed issues early on by connecting students to support interventions indicated a significant decrease in DFW grades. The interventions that are used in general chemistry to increase the number of A, B, or C grades and how it is related to STEM persistence as reflected in an increased number of STEM degrees earned will be discussed.

3:30-3:55pm   Concurrent Independent Session V

Impacting Student Success through Instructor and Librarian Collaboration
This session is expected to be recorded

Lauren Anders Visser
Communication Arts, Trinity Christian College

Cathy Mayer
Library, Lake Forest College

The impact of collaborative instruction with a librarian was studied through contrasting student performance on a research assignment in COMM 250 (Intercultural Communication) in spring 2018 and spring 2019. In spring 2018, students did not receive a library instruction session as part of their coursework. The professor noted that many submitted assignments did not meet the rubric criteria for utilizing credible/academic resources. As a result, a majority of students initially failed the assignment and were given an opportunity to re-submit after follow-up consultation with the professor. In spring 2019, the professor requested a collaborative instruction session with a librarian following a positive experience in a different course (COMM101 - Fundamentals of Public Speaking) in fall 2018. The instruction session was discussed collaboratively, designed by the librarian, and then taught as part of students' introduction to the research assignment.

This session addresses what we found by adding library instruction (spoiler alert: there was improvement!) as well as what we learned about the research assignment itself, as well as the library session itself.

Applying Work-out of the Day Problems to Technology Instruction
This session is expected to be recorded

David Lash
Computer Science, Aurora University

When I first learned to play a musical instrument, my instructors assigned a series of fundamental exercises that I needed to master before I could get ready for a recital. Athletes often train specific muscle groups and fundamental movements to prepare them for competitions. Yet, as a Computer Science professor, I was not explicitly helping students identify and master fundamentals before requiring full-scale problem-solving. Too often I saw students jump into and struggle with programming problems without the proper understanding of the required fundamentals.

One approach to help students master fundamentals is suggested by Philip Johnson. He assigns low-stakes, timed Work-out of the Day (WOD) problems that require mastery of programming fundamentals. During a WOD, students are asked to solve a relatively simple problem using a fundamental skill. If they cannot complete it within the prescribed time, they should put their solution aside and re-do the problem until they can meet the time objective. Such assignments, he argues, make the mastery expectations clear to students. To test this idea, I used WOD problems in 2 core curriculum Computer Science Courses. This talk discusses Phillip's WOD concept, how I applied it in my courses, and the reaction and results from the students.

3:30-3:55pm   Concurrent Independent Session V

Valuing and Supporting Introverted Students in the Virtual Design Classroom
This session is expected to be recorded

Kristin Callahan
Art and Design, Lewis University

There are many anxiety-inducing moments in the college design classroom. Present your concept, critique this design, report out, participate! In the physical classroom, introverted students can easily fade into the background and allow the extroverts to carry the class. Virtually, however, they can disappear. With microphones and cameras off, these students are reduced to simple head and shoulders of default avatars. With the stress of transitioning into the digital environment, faculty may not be conscious of introverted students' struggles and understand the value they can bring into the classroom. Like other non-dominant groups, introverts feel pressure to adapt to be successful. While it may be one's instinct to force introverts to conform, there is value in creating spaces to allow these students to participate on their terms. Quiet voices can have profound insight.

The design process encourages input from diverse perspectives to consider the range of human experience. The thoughtful nature of introverts allows them to synthesize information enabling them to share feedback based on deep reflection. They don't merely react. They listen, process, and consider before speaking. Creating a space in the design classroom for all personalities can enhance learning for all. This presentation will discuss how to support introverted students in the virtual design classroom. It will reflect on the challenges they face in the digital environment and address strategies to engage them more fully in activities and collaboration. Considering the needs of the full spectrum of learners in the virtual space offers faculty the opportunity to create a more inclusive and equitable learning environment.

4:00-4:45: Coffee as a Laboratory for Practical Learning

Matthew Krystal
Anthropology, North Central College

Jerald Thalmann
Accounting, North Central College

This session explores the development of student skills and competencies through involvement in operations of the [Coffee Lab at North Central College](). We begin with a brief discussion of the history of the Lab and its supply chain. Next, we examine particular skills that students develop in the roasting and sale of coffee. We then briefly relate experiences of our work with high school students through local educational and religious institutions. We conclude with an invitation to collaboration with the Coffee Lab at North Central College.