

TEACHING & LEARNING **SPRING CONFERENCE**

May 7-10, 2018



2018 MSU Teaching & Learning Spring Conference

Tweet along! Share insights, notes, pictures, and reflections on Twitter by using the hashtag #ITeachMSU throughout the conference.

Tuesday, May 8

Please check in near D-101 before evening events.

Reception and Poster Session

Date & Time: Tues., May 8, 4:30-5:30 p.m.

Location: Room D101 and main hallway of Wells Hall

Keynote Presentation

Date & Time: Tues., May 8, 5:45-6:30 p.m.

Location: Wells Hall, Room B119

Presenter: Beronda Montgomery, MSU Foundation Professor, AAN Research, Scholarship, and Creative Activity Node Leader



Re-envisioning Mentoring as Learning: Promoting Growth, Reciprocity, and Success

Mentoring is often positioned as the transfer of information from an experienced, senior individual (or mentor) to a junior, inexperienced individual (or mentee). Implicit in this description are the ideas that at the core of mentoring is a process of teaching – to guide, instruct and train – and that mentoring may largely be a one-way flow of information. Increasingly, however, mentoring is being understood as a process best facilitated through a bilateral exchange and flow of knowledge and learning between individuals in a mentoring exchange. In this evolving conceptualization and practice of mentoring, both mentor and mentee are positioned as learners *and* teachers. In this presentation, I explore effective means of cultivating mentoring as a place of collaborative learning and reciprocal cultivation that promotes the growth and success of all involved in the mentoring process.

Panel

What does teaching for student success mean to me?

6:30-7:00 p.m.

Wells Hall, Room B119

Moderator: Provost June Youatt

Panelists:

- M. Isabel Ayala
 - Assistant Professor, Department of Sociology and Chicano/Latino Studies Program
- R. Sekhar Chivukula
 - Professor of Physics; Associate Provost for Undergraduate Education; Dean of Undergraduate Studies
- Teena Gerhardt
 - Associate Professor, Mathematics Department
- Jasmine Lee
 - Neighborhood Director, Advising Lead, East Neighborhood
- Danielle M. Lopez
 - Assistant Director of Student Success, Biological and Physical Sciences-Interdepartmental Advisor
- Randy Rasch
 - Dean and Professor, College of Nursing
- Chezare A. Warren
 - Assistant Professor, Department of Teacher Education

Poster Presentations

Location: Posters will be located in the main hallway of Wells Hall

A Feedback Curriculum for the Department of Veterinary Medicine: A Needs Assessment

J. M. Monica van de Ridder

Accessibility and Preparation: Lessons Learned in the Classroom

Dustin De Felice, Caitlin Cornell

ACT to SAT: What the Switch Means for Our Students

Drew Trotter

Acting in Immersive Theatre

Rob Roznowski, 2017-18 Lilly Fellow

All Lectures Complete... But The Course Is Not!

Martha Faner, Carol Wilkins

Avoiding the Sophomore Slump

Tonya Bailey, Scott Fitzpatrick, Sara Bartles

Broadening Access to Honors: A Revision to the Academic Scholars Program through Support of First Gen and Pell Students

Bess German, Justin Micomonaco, Christine Raisanen

Building Community: Connecting 2nd Year Spartans to Campus

Ray Gasser, Sue Webster

Characterizing Scientific Practices, Crosscutting Concepts, and Core Ideas in Science Assessments

Becky Matz

College of Social Science Academic Probation Rate Trends - Update

Brandy J. Ellison

Collegiate Recovery Community: Promoting Wellness and Transforming Lives

Emily Young, Taylor Struna

Connections That Count

Mary Beth Heeder, Dan Watson, Lorelei Blackburn

Correlates of Student Quiz Submission Time Variability

Danielle M. Kaminski, Vincenzina Caputo, James Hilker

Cultivating TA Habits of Mind In Support of Student Success: A Partnership between the Graduate School & Office of the Associate Provost for Undergraduate Education

Madeline Shellgren, Melissa McDaniels

The Effect of Required Homework on Student Performances in Flipped Immunology Class

Ahrom Kim

Effects of Recitation Sections on Student Success in ISS 200 Level Courses

Jeff Ericksen

Empowered Mujeres, Empowering Mujeres: Reflecting on Assessment and Engagement for Student Success

Aleida Martinez, Danielle M. Lopez, Erica Fiasky

Engaging Students in Social Justice through Art

Amber Benton, Veda Hawkins, Phillip Seaborn

Evidence for Predicting Teaching Practices in Early-Career Biology Faculty

Nathan Emery, Diane Ebert-May, Jessica Middlemis Maher

Faculty and Student Conceptions on Student Centered Active Learning and Teaching: A Quality Initiative Project

Emily McIntire, 2017-18 Lilly Fellow

Faculty, Staff, Student, and Ethical Issues in Learning Analytics

2017-2018 Analytics Learning Community

Feedback and Formative Assessment

2017-2018 Learning Community on Feedback and Formative Assessment

Gamifying Thrones: Making Students Heroes in Their Own Arthurian Adventures

Margot B. Valles, 2017-18 Lilly Fellow

Improving Critical Thinking and Writing through Literature Review in a Greenhouse Production Course

Kellie Walters, Roberto Lopez

Leveraging Linguistic and Cultural Diversity as Resources for Teaching and Learning in a Preparation for College Writing (PCW) Course

Steven Fraiberg, 2017-18 Lilly Fellow

Mad at MSU: Learning community on accessibility focuses on mental disabilities in academia

2017-18 Learning Community on Accessibility through Creative Innovation

Making an IMPACT: A Service-Learning Program for Incoming First-Year Students

Andrew Murray, Erika Trigg Crews

Metacognition and Critical Thinking of First Year Medical Students

Migdalisel Colon-Berlingeri, 2017-18 Lilly Fellow

Outcomes for Students in Limited-Enrollment Programs

Abram Huyser-Honig

Performance, Comfort Level, and Confidence in Novice Veterinary Students after Training on a Bovine Paravertebral Nerve Block Model

Jennifer Roberts, 2017-18 Lilly Fellow

Spartan Sage: Student Data Discovery Tool

Jeff Kodysh, Danielle Barnes, Sue Webster

Spartans Will Completion Grants: Purpose, Implementation, and Short Term Results

Renata Opoczynski

STAR Lite! Start Right!

Charlie Liu, Chelsea Belote, Jianyang Mei, Elizabeth Matthews

Student Parent Support = Two-Generation Success

Kimberly Steed-Page

Undergraduate Research: Emerging Scholars Program

Lizzy King

Wellness Coaching: Optimizing Wellness for Student Success

Kristin Traskie, Kevin Bator

Wednesday, May 9

Please check in outside D-101 before attending sessions.

Light Breakfast & Registration

8:00 – 8:30 a.m.

Wells Hall, Room D101

Presentations at 8:30-9:15 a.m.

Using Formative Assessments from Students to Improve a Large Online Course in Real Time

Track: Creating Effective Learning Environments

Date & Time: Wed., May 9, 8:30-9:15 a.m.

Room: Wells Hall, B100

Presenter: Adán Quan, quan@msu.edu

Description: Getting a feel for how students are doing in online courses - particularly large ones - can be challenging. Even more challenging is getting student assessments of their learning environment at different points during the course, and then acting upon this student feedback while the course is being taught. This presentation will describe and assess a simple process for collecting, analyzing and acting upon student feedback to improve a course in the same term as it is being taught. For this 200 person online course, the instructor asked students to provide feedback about the course using Google Forms, and then used various simple ways to handle the large body of data generated by eliciting this type of student feedback. Two smaller areas of focus will be the benefits and limitations of using open-ended, qualitative responses for this purpose, and the subsidiary benefits entailed in having students reflect on their learning periodically throughout a course.

The Whole Spartan: New Collaborations for Accessible Learning

Track: Creating Effective Learning Environments

Date & Time: Wed., May 9, 8:30-9:15 a.m.

Place: Wells Hall, Room B102

Presenter: Jeremy Van Hof,
jeremy@broad.msu.edu

Additional Presenters: Kate Sonka, Stephen Thomas

Description: This session will detail the various ways that several colleges on campus are working together to advocate for the implementation of accessible practices in all forms of teaching. The session will focus on detailing the specific ways that teaching can be made accessible, in both the online and physical classroom. Thinking beyond universal design for learning, the presenters will focus on universal implementation for learning, underscoring the policies and practices that serve to create an equitable learning environment. The session will highlight the value of inter-college collaboration in these areas, and will detail the mechanisms that aid in creating and maintaining such collaborative efforts. Furthermore, presenters will share emerging work around structuring a (tentatively titled) “Whole Spartan” program based on K-12’s “Whole Child” approach. Considering the long-term development of MSU students, Whole Spartan is exploring the incorporation of healthy, engaged, safe, supported, and challenging learning environments for student success.

The Case for the Lecture, Past and Present

Track: Developing Disciplinary Teaching Strategies

Date & Time: Wed., May 9 from 8:30-9:15 a.m.

Place: Wells Hall, B104

Presenter: Steven Weiland, weiland@msu.edu

Description: In the past two decades “The Death of the Lecture” has been the hope of academic reformers determined to make constructivist pedagogical theory and “active learning” central to course design and teaching. Still, defenders of the lecture remind us that it is a timeless and timely format. Thus, a recent New York Times Op-Ed asserted that the lecture is particularly useful when we face digital media saturation and ubiquitous cognitive distraction. Among other lessons for learning, the lecture teaches “the art of attention” and the making of extended arguments. And it “communicates the emotional vitality of the intellectual endeavor.” True enough, lectures vary according to the needs of disciplines. But much can still be said about their durability across the curriculum. This presentation is organized in three parts: historical, epistemological, and empirical. It first highlights what the nineteenth century German university, in revising faculty roles and classroom discourse, contributed to our own institutions. The lecture also reflects a theory of cognition, more than what is dismissed as mere “transmission.” Instead the lecture can be understood as interactive in what it prompts in

the organization of ideas and reflection about them. Recent empirical accounts of lecturing also contribute to identifying its value as part of teaching's complex patterns of practice, and even in globally popular MOOCs despite their providers' claims for "disrupting" academic conventions. Finally, the case for the lecture includes what is always necessary in faculty learning, or finding the best relations of tradition and innovation.

Agility as Our Structure: Locating Interdisciplinarity as Emergent Team-Teaching and Learning

Track: Developing Interdisciplinary Teaching Strategies

Date & Time: Wed., May 9 from 8:30-9:15 a.m.

Place: Wells Hall, Room B106

Presenter: Sandra Logan, logans@msu.edu

Additional Presenters: Bill Heinrich, Ron Iwaszkiewicz, Benjamin Lauren, Clara Lepard, Robert Montgomery

Description: Useful approaches for engaging with wicked problems is certainly an emergent area of need for both instructors and students. We, as faculty and staff of the Snares to Wares course, plan to focus our presentation on the structure and function of our course, and the implications of the concept of "agility" for both student and faculty learning in this context. We'll also discuss the interactive problem-solving model we've been teaching to the students that draws from Agile project management techniques, and thereby tell our own stories about recognizing and responding to the students as learners, and designing effective classroom interactions to emphasize "higher order thinking" (Ivanitskaya, Clark, Montgomery, Primeau, 2002). We'll share some student insights and comments about their learning in the course, and give an overview of some of the projects student teams have developed in support of the Snares to Wares initiative. Our overall aim is to introduce this innovative course design, and highlight some of its challenges and successes. We would also like to introduce a new conceptual model that we've been thinking through as we work on this course, one that offers an alternative to the "T" model that has gained such traction in recent years. This idea, the "H" model, takes as a premise the same starting place as the T model "that each student acquires deep knowledge and skills in their primary field of study" but proposes a different way of thinking about how that student can become more effective as a team member in collaborative project development.

Presentations 9:30-11:00 a.m.

Methods in Course Design: Storytelling, Ethnography, and the Hero's Journey

Track: Creating Effective Learning Environments

Date & Time: Wed., May 9, 9:30-11:00 a.m.

Place: Wells Hall, B100

Presenter: Jessica Knott, jknott@msu.edu

Additional Presenters: Angela Gunder

Description: Situating online course design within a narrative framework serves as a powerful tool for creating an environment that supports experiential, student-centered learning. This workshop highlights how a structure that establishes a course as a "hero's journey" can be leveraged to build an engaging, constructivist learning environment in online, blended, or face-to-face modalities.

Utilizing the resources and tools provided at <https://sites.google.com/view/narrativeonline> we will walk attendees through creating a course design plan that leverages the hero's journey framework as a means of provoking student-centered pedagogical design.

The Anatomy of a Learning Objective: Creation, Implementation, and Assessment

Track: Developing Disciplinary Teaching Strategies

Date & Time: Wed., May 9 from 9:30-11:00 a.m.

Place: Wells Hall, B104

Presenter: Graham Atkin, atking@msu.edu

Additional Presenters: Lindsay Jenny

Description: Learning objectives are the backbone of any effective learning event. Without these, students may easily become misguided about how or what to study and will likely waste effort, resulting in faculty who feel frustrated that their students "just aren't getting it." Yet many faculty aren't sure how to write effective learning objectives that guide students to the most efficient and impactful use of their own time - and faculty time. Nor are these faculty necessarily confident in their ability to create learning events that key in on these objectives, or to design assessments that truly capture and reflect how well students have mastered them. The Division of Anatomy has made this an area of focus over the last four years, intensely reworking the learning objectives used for the nearly 2,000 students we

teach per year. These include both osteopathic and allopathic medical students, as well as a wide array of undergraduate pre-health professional students in both large classroom, small group, and laboratory-based learning modalities. This diversity of teaching requires us to have learning objectives that are the right fit and complexity for the right population and the right setting. Now, we are looking to share what we have discovered with the larger community of educators at Michigan State University. In this workshop, participants will work alongside faculty from the Division of Human Anatomy to write effective learning objectives, design learning events for their implementation, and create assessments that accurately report student success linked to learning objectives.

Adding New Dimensions to Your Classroom Curricula: 3D Modelling and Printing

Track: Incorporating Technology in Teaching
Date & Time: Wed., May 9 from 9:30-11:00 a.m.
Place: Wells Hall, B110G
Presenter: Erica Ervin, ervineri@msu.edu
Additional Presenters: Amanda Tickner, Sean Davis

Description: Curious about how 3D printing can be a part of your class curriculum? Join us to explore the history of 3D printing, basics of hardware, software and materials, and resources available for design and production in Hollander MakeCentral. We will also present examples of how we have supported courses from a variety of disciplines using 3D printing and design at MSU. In this hands-on session, participants will design a model using beginner level cloud based software.

We Teach MSU: Building an Online Teaching Commons for All Faculty

Track: Creating Effective Learning Environments
Date & Time: Wed., May 9 from 9:30-11:00 a.m.
Place: Wells Hall, B106
Presenter: Michael Ristich, ristich@msu.edu

Additional Presenters: Cheryl Caesar, Rachel Morris, Ben Oberdick, Stokes Schwartz, Arthur Ward, Sharon Ladenson, Nicholas Gisholt

Description: This session will discuss the results of a university-wide "Survey of Faculty Attitudes towards Teaching at MSU" which was made in February 2018. Drawing on the responses received, we will examine faculty and staff's self-

assessment of their: preparedness and training as educators; strengths and areas for improvement; use of inquiry- or evidence-based teaching strategies, e.g. Scholarship of Teaching and Learning (SoTL) or Disciplinary-Based Education Research (DBER). We will situate our findings within the broader literature in order to make some suggestions for an online Teaching Commons, where all teaching faculty and staff could share resources, ideas, questions and concerns.

Presentations

11:15 a.m-12:00 p.m.

Course-Based Learning Analytics: Findings of the 2017-18 Learning Community

Track: Assessing Student Learning
Date & Time: Wed., May 9, 11:15 a.m.-12:00 p.m.
Place: Wells Hall, B100
Presenter: Scott Schopieray, schopie1@msu.edu
Additional Presenter: Becky Matz, Nicola Imbrascio

Description: The 2017-18 learning community on course-based learning analytics focused on a large number of topics relating to teaching and learning data available to faculty in their courses. Evaluating our work, we found three main topical areas emerged, with a common thread of ethical uses of data woven through them. This presentation is a partner to our poster presentation and will consist of three small panels discussing the topical areas of Ethical Issues, Faculty and Staff Issues, and Student Issues surrounding data analytics and data use.

Facilitating Accessible Note-taking for Students with Disabilities

Track: Creating Effective Learning Environments
Date & Time: Wed., May 9, 11:15 a.m.-12:00 p.m.
Place: Wells Hall, B102
Presenter: Leslie Johnson, john5214@msu.edu

Additional Presenter: Angela Sebald

Description: This presentation on facilitating accessible notetaking for students with disabilities is meant to provide information to faculty on how they can implement accommodation requests for notetaking assistance. At MSU, there are approximately 2,200 students registered with accommodations due to a disability, and about 40% of those students require some type of note

taking assistance accommodations. We will share what accessible note taking is and the different types of accommodations for note taking assistance. Faculty are frequently concerned with how to implement notetaking assistance accommodations, so we will review best practice strategies, notetaking tips, how to overcome concerns with sharing notes, and provide a sample notetaking agreement form faculty can use with students. A major part of our presentation will be talking about different types of notetaking technology such as, Live Scribe Smart Pen, Microsoft OneNote, and Braille Touch Note. Our hope by presenting is to give faculty background knowledge and clarity on one of our more common accommodations, so they are prepared to provide accessible notetaking options for students with disabilities.

Teaching Writing within Your Discipline

Track: Developing Disciplinary Strategies

Date & Time: Wed., May 9, 11:15 a.m.-12:00 p.m.

Place: Wells Hall, B104

Presenter: Rachel Morris, rlmorris@msu.edu

Description: Developing and teaching disciplinary writing curriculum can be challenging. Many of us feel uncomfortable with our own writing, and this can make teaching those skills to our students pretty daunting. Although teaching writing may not come naturally to many of us, our students need to enter the workforce with the ability to communicate in the modes that their field requires. My husband was once told by his supervisor, "There are two kinds of engineers, engineers who can write and engineers who work for them." We want our students to be the employees who can write, whatever their profession.

Over the past four years, I have developed a graduate level communication course for our master's programs and reworked our Tier II writing course. I am no expert on teaching writing, but I have learned a lot in the past three years. Reflecting on my experience, evidence-based practices I've learned about, and various training sessions that I have attended, I will share resources and planning tips, as well as lead brainstorming and reflections, to help faculty who are teaching communication within their discipline. Whether they want to bring a new course online or just up their game, this session will give them ideas and tools to move forward with their plan.

Classroom Management of Student Teams in Large Enrollment Classes

Track: Creating Effective Learning Environments

Date & Time: Wed., May 9, 11:15 a.m.-12:00 p.m.

Place: Wells Hall, B106

Presenter: Andrea Bierema, abierema@msu.edu

Additional Presenter: Jon Stoltzfus

Description: The incorporation of student teams in the college classroom can foster active learning in which students work with each other to understand and apply course concepts. This session will focus on how to manage student teams in large-enrollment courses. Management includes set up of the teams, use of teamwork in class, and assessment of teamwork. We will describe the multiple ways in which we have approached each component. For instance, in setting up teams, we have used self-selected teams that can change each class period or semester-long assigned teams. We have also varied how often teamwork is used, from just having a handful of class periods to fully flipping a course in which every day is largely teamwork. Different approaches also exist in assessment. Within assessment, one question is how will the team's work be collected? If working with multiple choice questions, then clickers can be used but how do we gather written responses? We have used D2L and Google Drive to make collection of written work relatively easy. For grading, we have primarily graded based on completeness, but we have used various techniques for providing individual feedback to every team via a rubric to quickly skimming through each submission and giving a participation grade. During this session, we will describe our management techniques in more detail, including the pros and cons of different techniques, and address audience questions so that attendees can learn how to incorporate teamwork into their courses.

Lunch

12:00-1:15 p.m.

Wells Hall, Room D-101

Presentation 12:00-3:00 p.m.

Teaching Test Kitchen

Track: Incorporating Technology in Teaching

Date & Time, Wed., May 9, 12:00-3:00 p.m.

Place: Wells Hall, Room D101

Presenter: Madeline Shellgren, shellgre@msu.edu

Description: New to the MSU Teaching and Learning Spring Conference, the Teaching Test Kitchen will feature demonstrations and allow space for participants to engage with, try out, ask questions about, and explore free technologies available at MSU. This year, the Teaching Test Kitchen will focus on five technologies in particular: Zoom, Google Drive, Kaltura, Desire2Learn, and Office 365. In addition to overviewing the technologies, facilitators will embed them and their use within a broader conversation around Moore's (1993) Model of Interaction, looking at the ways in which these technologies can be contextualized and effectively utilized to support learners' experiences with materials, learning from and growing with peers, and opportunities for connecting learners and educators. By visiting the Teaching Test Kitchen, participants will not only have the opportunity to network with others engaged in thinking about educational technologies, but will additionally leave with practical strategies and takeaway resources meant to help orient them to technologies available at MSU (through detailing where to find them and providing 'getting started'-styled suggestions on how they might be utilized in teaching and learning spaces).

Presentations 1:30-3:00 p.m.

Games to Promote and Enhance Learning

Track: Creating Effective Learning Environments

Date & Time, Wed., May 9, 1:30-3:00 p.m.

Place: Wells Hall, Room B100

Presenter: Anne Violin-Wigent, violinwi@msu.edu

Additional Presenter: Lucie Lecocq-Aussignargues

Description: Games are often thought to be incompatible with learning past early childhood. A lot of us think that higher education involves serious matters that cannot be fun. But can adult students learn and play at the same time? The presenters will briefly review research showing that using games in the classroom helps create an effective learning environment by promoting engagement among students. Games also help

with memorization and building diverse competences. At the same time, it is crucial to recognize that not all games are equally valid for learning and that they can be difficult to implement. In this workshop, attendees will discover the benefits and the limits of games in the classroom. In particular, they will explore which formats are best suited for what purpose and be given tools to evaluate the effectiveness of games to enhance learning. Participants will also experience concrete examples of games that the presenters, two language and content instructors, use in class to promote active engagement and learning of language skills, but also of information and content from upper-level classes. At the same time, these examples will be adapted so that these games can be applied to other subjects. Finally, participants will be invited to reflect on their own teaching practices and develop ideas to be used in their own classes

Learning from Experience: Teaching Case Studies with Big Ideas

Track: Developing Disciplinary Teaching Strategies

Date & Time, Wed., May 9, 1:30-3:00 p.m.

Place: Wells Hall, Room B104

Presenter: Justin Bruner, jbruner@msu.edu

Description: Have you ever wanted to build more case-based instruction into your teaching? Case studies are one of the most versatile teaching methods you can have in your toolbox. Not only do they provide your students with real world examples of your content but they can also be used in any discipline and for any topic. Bring some topics you would like to explore for use as a case study as we learn to help promote:

- Teaching with big ideas
- Student collaboration
- Impactful discussions
- Quantitative reasoning skills

Web-based Mapping for the Classroom

Track: Incorporating Teaching in Technology

Date & Time, Wed., May 9, 1:30-3:00 p.m.

Place: Wells Hall, Room B110G

Presenter: Amanda Tickner, atickner@msu.edu

Additional Presenter: Kasey Wilson

Description: This workshop will present some simple GIS lite applications and databases with low learning curves which can be easily brought into classroom curricula. Participants will explore SimplyAnalytics and Social Explorer, two easy to

use mapping and data applications. We will also learn how to use StoryMaps, a free tool which can provide a new way to create a spatially based narrative which is shared on the web.

Increase Student Motivation, Engagement, and Foster Greater Student Success in IAH Courses

Track: Creating Effective Learning Environments

Date & Time, Wed., May 9, 1:30-3:00 p.m.

Place: Wells Hall, Room B102

Presenter: Stokes Schwartz, stokessc@msu.edu

Description: IAH courses populated by late millennials present a number of challenges to instructors. Distracted by technological conveniences, many of these students typically find it difficult to pay attention and lose interest quickly, in particular when they feel a subject has little to do with their specific academic and career. Student attitudes toward general education courses compound the problem. Many undergraduates do not necessarily grasp the rationale behind such core requirements and, thus, see little reason for them. Poor attitudes, low motivation, and corresponding weak grades often result. On a campus the size of MSU, class size too contributes to the problem of student motivation and success, making it tempting for students to tune out, attend sporadically, or disappear. Last, when courses are large, it might be all too easy for instructors to make lecturing the default mode of information delivery although that is not necessarily the optimum way to teach late millennials. Faced with challenges like these, it comes as no surprise that many instructors might feel less than enthusiastic about the prospect of teaching IAH courses. My presentation and discussion examine a possible way through the metaphoric deep, dark forest of teaching general education course in a way that might foster a more effective learning environment, motivate more students to engage and, ultimately, succeed.

Presentations 3:15-4:00 p.m.

Shaping a Classroom without Walls: Closing Gaps, Optimizing Opportunity

Track: Understanding the University Context

Date & Time, Wed., May 9, 3:15-4:00 p.m.

Place: Wells Hall, Room B100

Presenter: MaryBeth Heeder, heeder@msu.edu

Additional Presenter: Lorelei Blackburn

Description: Analytics and anecdotal data support the fact that first-year students who connect with faculty, staff, and current students more successfully transition to college and earn better grades. Creating a culture of encounter that requires building trust and making connections is necessary to managing the college transition. Unless faculty and staff begin to close gaps between their work, it will be difficult to close opportunity gaps between student populations. This mission requires faculty, staff, and students, who are acclimated to different cultures and interact within an organizational structure that promotes functional silos, to trust each other, practice empathy, and listen to one another. It requires creating a culture that results in shaping a “curriculum for human beings” (Greene) and classrooms without walls.

The Spartans Transition to Excellence Program (STEP) for first-year students, takes place throughout the academic year in a classroom without walls. STEP has as its mission building trust, making connections, developing a sense of belonging, and inspiring passion and purpose.

During this session participants will learn about:

- The STEP curriculum, including inquiry, reflection, storytelling, empathy, listening, and resilience
- The pedagogy and practical tools used to develop trust, connections, belonging, and shape a classroom without walls
- How students, faculty, and staff are navigating within a culture of encounter
- The role teaching and learning scholarship including inquiry, discovery, communication plays in creating a culture of encounter
- How to inspire passion and purpose while working to fuse silos

The “Kids These Days” Fallacy

Track: Creating Effective Learning Environments

Date & Time, Wed., May 9, 3:15-4:00 p.m.

Place: Wells Hall, Room B102

Presenter: Brandy Ellison, belliso1@msu.edu

Additional Presenter: A. Brent Donnellan

Description: With the ubiquity of articles and books similar to Jean M. Twenge’s recently published “iGen: Why Today’s Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy and Completely Unprepared for Adulthood and What That Means for the Rest

of Us”, college instructors may have the sense that many or most of the traditional-aged students in their classes are fragile, depressed, and immature. However, other researchers (including one of our co-presenters) have found several of the disheartening claims made in this branch of research to be overstated or analytically questionable. In this presentation, we will examine the conflicting evidence, ask attendees to share their own perceptions, and engage with MSU students’ perspectives on the research and how it shapes instructors’ perceptions of and interactions with them. We will utilize the concept of “funds of knowledge” (González, Moll, & Amanti 2005) to reframe the negative narratives of contemporary young adults in a manner that avoids catastrophizing, essentializing, or alienating them and focuses instead on their individuality, the skills and resources they possess, and the structural and institutional environments they inhabit. We will offer recommendations to help instructors develop and maintain resource-based perspectives in their courses and solicit additional suggestions from participants.

Implementing Competency-Based Education in Programs and Courses: Three Perspectives

Track: Developing Disciplinary Teaching Strategies

Date & Time, Wed., May 9, 3:15-4:00 p.m.

Place: Wells Hall, Room B104

Presenter: Brian Mavis, mavis@msu.edu

Additional Presenters: Julie Funk, Stephen R. Thomas

Description: Nationally, medical education has been moving to a Competency Based Education (CBE) model. CBE is a mastery model that focuses on knowledge in action and the attainment of defined competencies, compared to more traditional approaches that focus on knowledge acquisition. Ideally, implemented CBE provides curricular flexibility for learners to move at their own pace. More practically, CBE focuses training on the specific knowledge and skills needed in an environment of exponentially growth in the biomedical knowledge base.

At MSU multiple units have moved in the direction of more CBE. The College of Human Medicine has moved towards an integrated curriculum organized by patients’ complaints and concerns. The College of Veterinary Medicine is in the midst of a curricular revision that is organ-systems based. In both cases, this change required faculty to reconceptualize their objectives to fit within the

competency framework and adopt more active learning pedagogies. Additionally, the change has made transparent to faculty and students the linkage between objectives, assessment and content, and which enhances buy-in and authenticity.

In this session, representatives from the College of Human Medicine and the College of Veterinary Medicine will discuss their approaches to their curriculum redesign, specific strategies adopted, and the impacts of those decisions for each unit to achieve their goals.

Lessons learned from their experiences will be translated to approaches that faculty can apply to individual courses and how they can think about a shift from cognitive objectives to competencies.

Teaching and Assessing Professionalism in the College Classroom: Is it Our Job?

Track: Creating Effective Learning Environments

Date & Time, Wed., May 9, 3:15-4:00 p.m.

Place: Wells Hall, Room B106

Presenter: Erica Wehrwein, wehrwei7@psl.msu.edu

Additional Presenters: Chris Shaltry, Adele Denison, John Zubek, Anthony Paganini, Lori Seischab

Description: In this presentation we will demonstrate why professionalism is important to teach, possible to incorporate, and has the potential to be assessed in a wide variety of college classrooms.

Professionalism has been defined in numerous ways but collectively refers to the many soft skills and behaviors representative of a professional.

Regardless of the profession, recognized characteristics such as the ability to work in teams, thinking critically, sound ethics and communicating effectively are seen as important for career success.

Professional competencies such as interpersonal, intrapersonal, thinking and reasoning, and science skills are deemed essential for entering medical students

<https://www.aamc.org/admissions/dataandresearch/477182/corecompetencies.html>. In addition, multiple national and governmental guiding documents stress the importance of broad and transferable skills are keys to success in the workplace (STEM 2.0 An imperative for our future workforce & <http://cte.ed.gov/employabilityskills>)

Career readiness resources such as NACE can narrow down the prerequisite soft skills your

students may need for a successful career in their chosen field.

Since college instructors are often a gateway to a student's first job, it is important that we understand our broad role in their professional growth. Students express interest in a well-rounded education which includes marketable skills besides discipline specific competence. Employers also state interest in these versatile students for entry level and mid-level positions.

#ITeachMSU Network Conversation

Date & Time: Wed., May 9, 3:15-4:00 p.m.

Place: Wells Hall, Room D101

Description: A focus group of educators who have begun to form the #ITeachMSU educator development network.

Thursday, May 10

Please check in outside D-101 before attending sessions.

Light Breakfast & Registration

8:00 – 8:30 a.m.

Wells Hall, Room D101

Presentations 8:30-9:15 a.m.

Library FAQ: What Students Ask About the Library

Track: Creating Effective Learning Environments

Date & Time, Thurs., May 10, 8:30-9:15 a.m.

Place: Wells Hall, Room B102

Presenter: Emilia Marcyk, marcyk@msu.edu

Additional Presenter: Members of the Libraries' Teaching & Learning Unit

Description: What do undergraduate students know about the library? Where are they confused? How can faculty support a successful transition to college-level information literacy? The Teaching & Learning Unit at the MSU Libraries works with over 2,400 first year students every semester as a part of the First Year Writing (WRA 101) curriculum. This presentation will identify common conceptions that students have about the library, conducting academic information searching, and using information to write effective papers. It will also discuss frequent questions that students ask about the library, as well as areas where they are often confused. The presentation

will be informed by student questions collected during spring 2018, as well as the extensive professional experience of the Teaching & Learning librarians. Participants will leave the session with a greater understanding of how to support undergraduate students making the transition to college-level writing and information literacy.

Designing a Course Using Student-Selected Learning Assessment Strategies

Track: Creating Effective Learning Environments

Date & Time, Thurs., May 10, 8:30-9:15 a.m.

Place: Wells Hall, Room B104

Presenter: Ruth A. Chaplen, chaplenr@msu.edu

Description: The purpose of education is learning, and the primary responsibility for accomplishing this purpose rests on the student. However, in most courses, the student has little, if any, input into determining whether or how well learning is accomplished. Weimer (2013) suggests a strategy that empowers the student to participate in the decision-making process for assessing learning outcomes. Intrigued by this concept, I decided to design a course based on this strategy. The course, Professional Issues in Nursing, was well-suited for this strategy as it was a required introductory survey course. As such, this course highlighted important issues relevant to professional nurses; topics that would be reinforced throughout the remainder of the nursing program. This innovative method of course design included weekly topic discussions that were moderated primarily by students and a "cafeteria-style" assortment of assessment strategies that the student would select based on the course grade they wanted to achieve. This presentation will focus primarily on the implementation of the assessment smorgasbord, and will include the concept design, point structure, and student selection method. Types of learning assessment techniques include objective multiple-option exams, brief two-three page papers, more in-depth research papers, patient assessment and concept maps, development of multiple-choice quizzes, group presentations, and developing and enactment of a courtroom malpractice case. Although most of these assessment activities would be done independently by students, there were also opportunities (and requirement) for group work. A handout of the assessment techniques and scoring sheet for the strategy will be provided for participants to adapt, if desired.

Teaching Entrepreneurship—and Why It Matters

Track: Understanding the University Context

Date & Time, Thurs., May 10, 8:30-9:15 a.m.

Place: Wells Hall, Room B106

Presenter: Neil Kane, nkane@msu.edu

Additional Presenter: Ken Szymusiak

Description: Helping our students to develop an entrepreneurial mindset--that is, to be more resourceful and innovative--are becoming essential professional skills in the 21st century regardless of a student's chosen career path. Further, studies show that students graduating today will change careers six times and over 50% of them will be self-employed at some point. And we all understand how technology is changing the nature of work. Developing an entrepreneurial mindset is a critical skill for our students to have. In this session we'll explain why and will also go into some depth about the myriad offerings at MSU that develop this capability.

Presentation 9:30-10:15 a.m.

Standardized Patients beyond Healthcare: Simulated Participants to Teach and Assess Your Students

Track: Creating Effective Learning Environments

Date & Time, Thurs., May 10, 9:30-10:15 a.m.

Place: Wells Hall, Room B106

Presenter: Kimberly Patterson, Kimberly.Patterson@hc.msu.edu

Additional Presenter: Sarah Garnaat

Description: "Human simulation is a recognized methodology that involves human role players interacting with learners in a wide range of experiential learning and assessment contexts." (Lewis et al., 2017) Since its inception in the 1960's the use of this methodology has been well-established, researched, and evidence supports its utilization in education.

At MSU's Learning and Assessment Center, we use Simulated Participants primarily in our medical and nursing schools. The scope and role of Simulated Participants has expanded to include colleges such as social work, education, criminal justice, law, human resources, and kinesiology.

In healthcare, Simulated Patients are trained to portray specific illnesses or disorders and are uniquely qualified to give feedback on communication skills. The use of Simulated

Participants in your curriculum can give the students the opportunity to practice communication skills in a variety of scenarios, including low-frequency high-risk situations.

By utilizing video and audio recording, these encounters can be used for both formative and summative assessments of course objectives. The use of Simulated Participants allows the students to engage in active learning in a safe environment.

This session describes how the utilization of a well-established Simulated Participant program can make a positive impact on your course outcomes.

Presentations 9:30-11:00 a.m.

Building from Where They Come: A Workshop on Teaching International Students

Track: Creating Effective Learning Environments

Date & Time, Thurs., May 10, 9:30-11:00 a.m.

Place: Wells Hall, Room B100

Presenter: Joyce Meier, chaplennr@msu.edu

Additional Presenter: Carol Arnold

Description: This panel derives from a cross-departmental collaborations that supported international student learning on our campus. Several instructors from the English Language Center and Writing, Rhetoric, and American Cultures will briefly describe this collaboration as the basis of ongoing examination of how best to connect with the international students on our campus. Based in culturally sustaining theory that recognizes students' languages and cultures as assets, they will engage participants in classroom exercises supporting international student learning that are adaptable to other contexts, subjects, and levels university-wide. Research indicates that students learn on the edge of what they already know; students learn by putting new information in relationship to former knowledge. Tied to this research, these teachers demonstrate how instructors can leverage international students' existing languages and cultures in the interest of further learning. Specifically, such activities may include but will not be limited to:

- exercises that an instructor uses to set up Culture Circles in her class' circles that emphasize where the students come from in relationship to course material
- the strategic formation of small-group roles to enhance international student contributions;

- “preflective” opportunities that allow international students to create historical timelines and parallel examples of course concepts from within their own cultural frameworks;
- a translation exercise that helps increase student mobility in language use and enhances their understanding of word meanings in English.

Participants will be then invited to consider how as instructors, they might apply such activities to their own teaching.

Learning Tool Interoperability (LTI) and the LON-CAPA Learning Management System

Track: Incorporating Technology in Teaching

Date & Time, Thurs., May 10, 9:30-11:00 a.m.

Place: Wells Hall, Room B110G

Presenter: Stuart Raeburn, raeburn@msu.edu

Description: LON-CAPA is one of the Learning Management Systems (LMS) available at MSU, and has particular strengths in individualized assessment. Each student can receive a unique (randomized) version of an assessment item, and LON-CAPA provides instructors with 15 different response types to use as building blocks when assembling composite assessment objects. Reuse is facilitated via content settings in course context which cause different rendering, depending on whether the context is a printed exam/quiz, an online exam/quiz, an online homework set, or a practice problem.

LON-CAPA version 2.12 can operate as a Tool Consumer, i.e., it permits incorporation of external tools such as the Piazza discussion tool within a LON-CAPA course, but LON-CAPA 2.12 can also operate as a Tool Provider, i.e., it allows other LMSs to incorporate LON-CAPA assessment items into that system’s courses. The Learning Tool Interoperability (LTI) standard defines a mechanism for passing user and grade data between the Tool Provider and the Tool Consumer.

Teaching Relatively Small Classes: Effective Techniques and Positive Outcomes

Track: Creating Effective Learning Environments

Date & Time, Thurs., May 10, 9:30-11:00 a.m.

Place: Wells Hall, Room B102

Presenter: Premlata Vaishnav, pinkim18@gmail.com

Description: Less Commonly Taught Languages face many challenges and small class size is one of them. I approach this challenging situation as a learning and creative opportunity. What is it that can bring liveliness and engaging atmosphere in the classroom? What methods and techniques could offer positive teaching-learning experience for both the teacher and the students? With some current and past examples, I will discuss the practices that I have successfully implied in my language classes. From tweaking the syllabus to selecting the teaching materials, from designing the assignments and quizzes to final exams, from class activities to working with peers, from using the recent technology to completely going old-school, this presentation touches most points that a foreign language teacher of less commonly taught language might face. The presentation, in a form of a roundtable discussion, is a good environment to suggest improvements.

Presentations

11:15 a.m.-12:00 p.m.

Growth with Student Learning Objectives

Track: Creating Effective Learning Environments

Date & Time, Thurs., May 10, 11:15 a.m.-12:00 p.m.

Place: Wells Hall, Room B100

Presenter: Rachel Kopke, kopkerac@msu.edu

Description: In accordance with Michigan teacher evaluations, licensed teachers are required to demonstrate student growth as part of individual teacher evaluations. In Early Childhood Special Education (ECSE) settings, this can be challenging as the curriculum is often developmental, behaviors and attendance are sporadic, and students are learning what it means to be in school. Come see how one local ISD implemented SLOs using a triage approach, developmental growth targets, and inclusive environments. Working as a team, all birth to five ECSE teachers targeted pre-literacy skills in order to document student growth across the classroom, home, and community settings. Individual and class wide targets were established and monthly data dives on instructional practices and teaching strategies were held to ensure explicit instruction and use of evidence based interventions were being implemented with high fidelity. At the cornerstone of instructional practices were the Essential Practices in Early Literacy from General Education Leadership Network (GELN) and Michigan Association of Intermediate School Administrators (MAISA). Adopted by the state of Michigan to address the current literacy reform efforts to

ensure consistent and ongoing support for high quality literacy instruction, these practices aim to improve literacy skills for all students within the state. Within the early childhood setting, these practices were carried out across environments, across teaching partners, and across daily routines to demonstrate student growth.

Transforming Teaching through Reflective Writing Experiences: Reflections of MSU

Track: Developing Disciplinary Teaching Strategies

Date & Time, Thurs., May 10, 11:15 a.m.-12:00 p.m.

Place: Wells Hall, Room B102

Presenter: Denise Acevedo, acevedo@msu.edu

Additional Presenter: Joyce Meier

Description: TTRWE is a professional development project that facilitates faculty in identifying and bonding with their authentic personal and professional selves via collaboration, reflection, and writing. Through individual and shared contemplation of participant-driven topics, faculty are transformed into more actively engaged teachers who become more self-aware and apply evidence-based instructional, assessment, and research practices to strengthen their professional growth while developing authentic, transformative, and communities-inclusive relationships.

Online Exam Proctoring, It Is the Time

Track: Incorporating Technology in Teaching

Date & Time, Thurs., May 10, 11:15 a.m.-12:00 p.m.

Place: Wells Hall, Room B104

Presenter: Bei Zhang, zhangbe6@msu.edu

Additional Presenter: Jane Maddox

Description: Many strategies and procedures have been applied to online testing to mitigate cheating. However, students' creativity constantly surpasses instructors' efforts to thwart cheating. A variety of daunting issues related to proctor-supervised online exams, including time and cost, technical difficulties, loss of enrollment, etc., steer many institutions and instructors away from proctoring their online exams. The non-proctor alternatives to maintain integrity in most online exams, no matter how well controlled, are not convincingly effective. With technologies developing rapidly in recent years, online proctoring tools have improved and increased dramatically. These advances make us believe it is now time to consider wider adoption of proctors

for online exams. In this presentation, panelists with a variety of experiences in online proctoring from different programs at MSU will showcase how they plan and adopt online proctoring to their courses or programs, and share with the audience their experiences and lessons learned with different proctoring tools such as Proctorio, Examity, Proctor Now, etc. A software engineer who writes a proctoring program will join us via teleconference. He will shed light on the design and function of the tool, its integration with the LMS, as well as its role in the collaborative effort between faculty and students in maintaining academic integrity and credibility online.

Graduate Teaching Assistants' Perspectives on Flipped Courses

Track: Creating Effective Learning Environments

Date & Time, Thurs., May 10, 11:15 a.m.-12:00 p.m.

Place: Wells Hall, Room B106

Presenter: Danielle M. Kaminski, kamin107@msu.edu

Additional Presenters: Ahrom Kim, Nicole Geske

Description: Flipped classroom and active learning modalities have recently gained popularity with instructors and students. This is partially due to research that demonstrates the benefits of active learning for students, as well as additional resources provided by academic networks. However, redesigning a class to a flipped learning style not only impacts instructors and students but also the teaching assistants for those courses. In this session, graduate teaching assistants for flipped courses in anatomy, biology, and human resource management in agri-food industries will offer their perspectives on working in these unique course environments. Attendees will be introduced to a variety of approaches to flipped classroom design used at MSU. Additionally, this session will foster a discussion of how teaching assistants can be most effectively included in flipped courses and their design so that all parties participating in the course (instructors, TAs, and students) can be successful.

Lunch and Twitter EdChat

12:00-1:15 p.m.

Wells Hall, Room D-101

Presentation 1:30-2:15 p.m.

Improving Classroom Assessment with Six Sigma

Track: Assessing Student Learning

Date & Time, Thurs., May 10, 1:30-2:15 p.m.

Place: Wells Hall, Room B100

Presenter: Chris Shaltry, shaltryc@msu.edu

Additional Presenter: John Zubeck

Description: In this presentation we will demonstrate how a simple process mapping technique called Six Sigma can improve the consistency and efficiency of assessing open-ended questions.

Many instructors struggle with ensuring consistency and fairness in assessing student responses to open-ended questions. This issue is often compounded when multiple sections of a course and/or multiple teaching assistants are involved. While a variety of solutions such as rubrics, model answers, and direct written feedback are commonly implemented, the time required to ensure the quality and consistency often goes beyond that which is available to most instructors. Standardizing processes involved in assessing student work improves consistency, which is especially helpful when working with student teaching assistants. Students benefit as well by receiving grades which accurately reflect competence.

Balancing standardization and the need for efficiency with the recognition that many skills, such as professionalism, creativity, and problem solving often cannot be assessed in standardized ways is paramount to the successful integration of Six Sigma into the assessment process. When integrated in an appropriately balanced manner, this approach can offer instructors increased efficiency and consistency in assessment leaving more time to focus on student learning.

Participants will learn strategies for integrating Six Sigma tools into the classroom immediately and how this integration can improve the learning experience for students.

Presentations 1:30-3:00 p.m.

Teaching Integrated Studies Concepts Using Programming and Jupyter Notebooks

Track: Incorporating Technology in Teaching

Date & Time, Thurs., May 10, 1:30-3:00 p.m.

Place: Wells Hall, Room B110H

Presenter: Dirk Colbry, colbrydi@msu.edu

Description: The newly formed Computational Mathematics, Science and Engineering department at MSU has embraced Jupyter notebooks as an ideal tool to facilitate the flipped classroom style of instruction and most of our classes use Jupyter notebooks exclusively for all formal communication between students and instructors.

In this discussion we will share with the audience some of the unique instructional opportunities that can be facilitated using Jupyter notebooks. These notebooks make it easy for instructors to focus on the rich and diverse goals of this integrated studies platforms. When possible, instructors avoid "toy" programming problems and, instead, activities are grounded in real-world scientific examples gathered from multiple disciplines. Examples include Schelling model of segregation, bag-of-words analysis of presidential candidate's twitter feeds, agent-based viral load models, Fourier analysis of NOAA temperature data, linear algebra, scientific image analysis and evolutionary models of bacterial mutation.

We will also share with the audience some of the "nuts and bolts" lessons we have learned when using notebooks for student instruction including the use of video and animation in Jupyter notebooks, installing and running Jupyter on a wide range of student laptops and systems, recording and presenting lectures inside of Jupyter notebooks, and student assessment using embedded Google forms. Example notebooks for will be provided and will run under a standard installation of Anaconda with Python3.

Sustaining the Integrity of Experiential Learning through All-Community Programmatic Reflection

Date & Time: Thurs., May 10: 1:30-3:00 p.m.

Place: Wells Hall, Room B106

Presenter: Jennifer Rivera, jeno@msu.edu

The Liberty Hyde Bailey Scholars Program (BSP) is an integrated learning and leadership community at Michigan State University. To authentically embody Kolb's model of experiential learning, both locally (in class) and globally (across the program), BSP has engaged in an intentional, all-community programmatic reflection on our principles. This work is necessary for the success and sustainability of experiential learning communities, and is especially vital for

maintaining the integrity of programs boasting to be student driven.

BSP was established to foster a diverse learning community where students learn with and from one another while practicing self-directed learning. As a program we recently revised our community values toward program principles focused on our individual scholars, collaborative learning community, and forward-focused radical influence. As diversity and inclusion are forefront in our curriculum, this revisioning constituted necessary reflection to ensure all individuals felt welcome and supported in their learning journeys.

To fully engage in Kolb's model of experiential learning, it was important that the entire BSP community engaged in intentional thinking about the ways our newly revised program principles are enacted throughout the program. During this presentation, we will discuss our process of critical reflection and what steps we have taken thus far (and those we intend to take) to implement our key findings. Through this session, we will engage participants in dialogue about the ways educators, administrators, and programs might move towards more holistic engagement of Kolb's model by involving all community members as partners in the process of thinking, planning, doing, and reflecting. We utilize BSP as an example of one experiential education program working to ensure the integrity and sustainability of its student-driven vision through reflection.

#ITeachMSU Digital Commons Prototyping Session

Date & Time: Thurs., May 10, 1:30-3:00 p.m.

Place: Wells Hall, Room D101

Presenter: Erik Skogsberg, skogsbe2@msu.edu

Additional Presenters: Dave Goodrich, Hanna Kielar, Rashad Muhammad, Maddie Shellgren

Description: The #ITeachMSU Digital Commons is culmination of multiple years of work and wide

reaching conversations about educator development and the building of a personal/professional/personalized learning network (PLN) for supporting educators across MSU (Faculty, Graduate Teaching Assistants, Instructional Designers, Academic Specialists, Advisors, Administrators, Deans, and Chairs) and their connected units of The Graduate School, The Academic Advancement Network, and The Hub for Innovation in Learning and Technology. The #ITeachMSU Digital Commons provides an initial response to heard needs for further resource-sharing and community-building spaces for educators--widely defined inside/outside traditional classroom spaces--and the challenge of building cultures of value around teaching, learning, and student success across MSU. In this session, participants will test an initial prototype of the #ITeachMSU Digital Commons and provide feedback to inform its ongoing design.



The 2018 Conference and Summit have been a collaboration between the following units: The Academic Advancement Network, The Office of the Associate Provost for Undergraduate Education, The Neighborhoods Student Success Collaborative, The Graduate School, the Hub for Innovation in Learning and Technology, The Office for Inclusion and Intercultural Initiatives, IT Services Teaching and Learning, and MSU Libraries.