

UWG Innovation in Pedagogy Conference Program

9:00–9:30 Welcome & Opening Session

9:00 Kyle Marrero, UWG President

9:20 Networking! Meet your UWG Colleagues!

9:45–10:45 SESSIONS

Workshop: Write-on!

Tamra Ogletree & Cindy Ann Smith, College of Education, Campus Center 108.1

Participants will be introduced to and participate in a writing marathon. The focus is on the writer and the writing. This interactive activity is an excellent way to engage struggling and reluctant writers. A writing marathon is really quite simple; it is about setting people loose to write. It involves small groups, a particular protocol for reading and responding, a common setting, some socializing, and a sense of community.

Workshop: Making a Good First Impression in Your Online Class: Helping Students to Get Engaged and Stay Engaged

Mary Beth Slone & Lara Willox, College of Education, Campus Center 104

A recurring theme that has emerged from student course evaluations is the students' appreciation of the organization of an online class. It is important for students to have a good first impression of the course and to feel comfortable from the very beginning. It is the goal of this workshop for participants to identify what they are currently doing in these areas and for the presenters to provide some concrete examples of how to better showcase their course from the initial viewing, ultimately increasing student understanding of the course organization. This will be an interactive workshop. Participants will need to bring their own technology (laptop, tablet, smartphone) that will allow them access to their Learning Management System.

Workshop: Avatars in the Classroom–Virtually Educational

Nickey Johnson, Stephen Bronack, & Gail Marshall, College of Ed., Campus Center 302

This workshop will introduce participants to TLE TeachLivE™, a mixed-reality teaching environment that provides the opportunity for teacher practice in pedagogy and content. TLE TeachLivE™ immerses users in a virtual classroom environment where they interact with student or parent avatars as they participate in simulated educational situations. During the workshop, volunteers will interact with student avatars in the virtual TLE TeachLivE™ classroom. Participants will learn about the research base surrounding this technology and about the exciting pilot programs being undertaken in UWG's College of Education, in collaboration with University of Central Florida and the Gates Foundation. Participants will explore future applications and expansion of TLE TeachLivE™ for programs across the university.

Workshop: A Social Scientist Walked into the Library: Creating Information Literate Students

Anne C. Barnhart, J. Salvador Peralta, Craig Schroer, Andrea Stanfield, & Winston Tripp, Ingram Library and College of Social Sciences, Campus Center 303

College of Social Sciences (COSS) and Library faculty have been working together experimenting with different models for integrating information literacy into lower-division COSS courses. In this interactive workshop, the presenters will discuss their collaboration experiences, highlight their successes, and confess their failures. Workshop attendees will be engaged by working hands-on through some of the same Active Learning Experiences (ALEs) that the COSS and Library faculty used with students. The presenters will show how they have incorporated exercises they learned at national and international pedagogy conferences. Participants will also engage in discussions about how specific ALEs could be modified to better address their disciplines' needs and research methodologies.

Panel: Teaching Gender and Sexuality in the Arts and Humanities

Organizer & Moderator: Jeffrey Zamostny

Panelists: Lynn Anderson (French), Amy Cuomo (Theatre), Betsy Dahms (Spanish), & Laura Miller (English), College of Arts & Humanities

Campus Center 108.3

The purposes of this panel discussion are (1) to facilitate dialogue between faculty members in the Arts and Humanities who have offered courses on gender and sexuality since the Fall of 2013 and (2) to foster a sense of community among faculty contributors to the Minor in Gender and Sexuality Studies, which was launched in the Spring of 2012. The panel will include a brief history of the minor and the rationale behind its creation, with special emphasis on the program's learning outcomes. Afterward, each panelist will give an overview of how his or her courses approach these objectives, as well as other outcomes of special interest to individual participants. There will be ample time for questions and discussion.

Presentations: Active Learning Pedagogies

Campus Center 108.2

Presentation 1: The Use of Current Events as Unfolding Case Studies

Ashley Helvig, Tanner Health System School of Nursing

Active learning pedagogies are crucial to learner engagement, retention of knowledge, and improved critical thinking. For many years faculty have used case studies within the classroom as opportunities to apply learned concepts; however, the use of unfolding case studies may be a new and appealing strategy. The National League of Nursing describes an unfolding case study as "one that evolves over time in a manner that is unpredictable to the learner. New situations develop and are revealed with each encounter" (http://www.nln.org/faculty_programs/facultyresources/aces/unfolding_cases.htm). Using a current event as an unfolding case study may help students relate and apply difficult concepts in a more meaningful way as opposed to a fictional case. This pedagogy can be used in various programs and classes.

Presentation 2: Use of Active-Learning Techniques to Improve Student Outcomes in Large-Enrollment Courses

Andrew J. Edelman, College of Science & Mathematics

Large enrollment courses have traditionally experienced poor student attendance and motivation as well as high DFW rates. Moving these courses from instructor-centered to student-centered through use of active-learning techniques has been shown to significantly improve student outcomes. In particular, creating an interactive and cooperative classroom can have a powerful impact on both student learning and attitudes. I will discuss the implementation and effectiveness of active-learning techniques that I use in my large, non-major and major biology courses. Students in my classes collaboratively work in peer groups to tackle higher-order learning goals via clicker questions, in-class assignments, and case studies. I have found that peer learning groups provide motivation and support for students to participate and succeed in these classes.

11:00–12:00 SESSIONS

Workshop: An Introduction to Peer-Led Team Learning (PLTL)

Lucille B. Garmon, Dusty Otwell, Casey Brown, & Yash Raval, College of Science and Mathematics, Campus Center 108.1

In the PLTL model, students in a given course meet in small groups once a week for about two hours of collaborative problem solving. The same students meet regularly throughout the semester, led by a student who has previously taken the course. The model has a few basic critical components, including careful selection and training of leaders, but otherwise different practitioners have much latitude in structure and policy. Attendees of this workshop will become participants in a PLTL session designed to show how the model can be applied to a wide range of courses in the humanities, social sciences, natural sciences, mathematics, or anywhere across the curriculum.

Panel: The Thesis Trap: How to Help Students Avoid Pat Conclusions

Panelists: Chad Davidson (School of the Arts), Greg Fraser (English), & Sal Peralta (Political Science) College of Arts and Humanities and College of Social Sciences
Campus Center 303

Most college-level writing assignments mandate “thesis-driven” argumentation. Foregrounding the singular thesis, however, often leads to murky reasoning and overly generalized statements about meaning. This workshop will present an alternative strategy to improve critical thinking skills in our students by highlighting multiplicity over singularity, specificity over generalization. This will be a 60-minute panel discussion with three panelists.

Presentations: Student Interaction & Engagement

Campus Center 108.2

Presentation 1. It's All Greek to Them? Hands-On Learning in the Ancient History Classroom
Nadya Popov, College of Arts & Humanities

I briefly present three examples of hands-on activities that I have conducted in my courses in recent semesters: a military marching exercise comparing the hoplite phalanx and the Roman legion; a mock Athenian trial from the Classical period; and a Roman Republican political game. I then analyze the impact that these activities had on each class and the students' level of engagement with the course material. I argue, specifically, that many students' level of interest in the class was enhanced by such interactive activities and ultimately had the effect of improving their performance in the course.

Presentation 2 - Online Caring Groups and Caring Connections: Supporting Graduate Students in the Online Learning Environment

Cynthia Brown, Tanner Health System School of Nursing

The Master's program at the University of West Georgia Tanner Health System School of Nursing is 100% online. To increase online student engagement, facilitate communication, provide support, and promote success for graduate students, two strategies are currently being developed in the Desire to Learn (D2L) online learning environment: Caring Groups and a Caring Connections site. Caring Groups are small groups of students who support each other within a specified course each semester. Caring Connections is an external site that allows all of the Master's nursing students to interact. This presentation will discuss implementation of the two strategies, challenges and successes thus far, and how to move forward and make adjustments for the future.

Presentations: Alternatives to Textbooks

Campus Center 108.3

Presentation 1: Alternative/Affordable Textbooks Promote Student Success

Susana Velez-Castrillon & Carol Goodson Richards College of Business & Ingram Library

Textbook affordability and access are obstacles facing college students trying to complete college on time while minimizing debt. Fortunately, new technologies have enabled using alternatives to traditional textbooks that offer the option of customizing and continuously updating books. First, we will discuss new textbook publishers offering more affordable books than traditional textbooks. Second, we will present resources available through Affordable Learning Georgia, a new initiative of the Board of Regents that is a one-stop service to help USG faculty identify lower-cost, electronic, free, and Open Educational Resources, building on the cost-effective subscription resources provided by GALILEO and the USG libraries. With help from the staff at Ingram Library, you can find appropriate resources and easily upload them to CourseDen.

Presentation 2: Econmentor: Textbooks are Soooooooooo Last Century!

Swarna (Bashu) Dutt, Richards College of Business

In this presentation, I describe a website I have developed. It is useful from high school to college and beyond. Students across the USA (and worldwide) are using it. I use it in my own classes. I would like to demonstrate it to my fellow teachers/ colleagues/ professors. This is an online textbook plus study guide, accessible 24 hours a day. Everything is available in your cell phones or tablets or laptops. Lately the Education Council of America has been moving toward giving more and more test material online for free, trying to level the playing field between the rich and poor students. This is exactly what “Econmentor” does. It is a paradigm shift in how teaching material is accessible to everyone on their cell phones, anytime, anywhere. Participants will need to bring their own technology (laptop, tablet, smartphone).

Presentation: Cross-Disciplinary Faculty Mentorship

Campus Center 104

Felix Tweraser, College of Arts and Humanities

This presentation is based on a model of cross-disciplinary faculty mentorship that I participated in at a different institution. New tenure-stream faculty were paired with a seasoned faculty member from another discipline, and this included observation of teaching, development of syllabi and ancillary materials, follow-up meetings, and writing letters for new faculty's dossier. Mentoring faculty were selected competitively and committed to one year of mentorship. Possible benefits include: more knowledge of what colleagues are doing across traditional disciplinary boundaries; the chance for new faculty to get a sense of the institution through the perspective of a faculty member not in their discipline; and the chance for senior faculty to share their expertise and institutional memory.

Presentation: Working with Industry to Develop and Implement Active Learning Methods in the Classroom

Campus Center 105

Jeannie Pridmore, Richards College of Business

In collaboration with Greenway Medical Technologies, we incorporated their Electronic Health Records (EHR) information system, PrimeSuite, into CISM 4350, a course in Enterprise and Decision Support Systems. Greenway is an industry leader in health IT software, and their EHR, PrimeSuite, integrates all clinical, financial, and administrative data into a single database to promote interoperability, information sharing, and performance improvement. Through extensive on-site Greenway training and a significant amount of development time, two hands-on exercises and a final class project were created that utilized PrimeSuite. These tasks gave the students an opportunity to complete several active real world learning assignments.

12:00-1:00 LUNCH

Grab some lunch and visit the booths set up in the atrium! Find out ways these centers can help you in your work.

UWG Counseling Center - Information Technology Services - Ombuds Office
University Writing Center - The EXCEL Center - UWG|Online

1:00-2:00 SESSIONS

Roundtables Campus Center 108.2

Table 1. Student Engagement in Traditional v. Online Classes: Methods, Challenges, and Observations. Samantha R. Dukes & Mariana S. Sanchez, Richards College of Business

Engaging students in the learning process is a challenge across all disciplines. Today's students have access to a myriad of technologies that can be used to enhance the learning experience in the traditional and online class format. As our culture becomes more technologically dependent, it is vitally important to be able to interact with students through platforms outside of the classroom, such as a learning management system (LMS), social media, videos, etc. We will provide anecdotal evidence of methods used with the intent to answer the following questions: What are some key components used in converting a traditional class to a successful online class? How can we engage students in a traditional and in an online classroom environment?

Table 2. Blogging to Enhance Student Learning. Angela Pashia, Ingram Library

Blogging has been implemented in higher education using various formats for a range of pedagogical goals. Ultimately, the learning objectives of the course must determine the design and implementation of blogging, as different formats and assignments will serve different pedagogical purposes. This roundtable will address questions of how participants have used blogs in their classes, how the tool can be adapted to a range of pedagogical purposes, and how to avoid or manage the pitfalls that participants have experienced when incorporating blogs into a course. The discussion will provide an opportunity to meet others interested in using blogs, building connections for possible future conversations and support.

Table 3. Online Learning of Experiential Subjects: Promoting Student Learning and Skill Development in the Digital Age. Julia Whisenhunt & Mark Parrish, College of Education

Online learning is becoming an increasingly preferred means of obtaining secondary education. Although many faculty have integrated distance education into their pedagogy, the efficacy of online modalities to teach experiential subjects remains highly debated. In this roundtable, we will discuss best practices in the online teaching of skills-based and experiential subjects. Specifically, we will address the following questions: What strategies can faculty use to enhance their presence in an online course, as a means of improving course delivery? What strategies (course design) can we use to facilitate students' skill development via an online platform? and What strategies (course design) can we use to facilitate meaningful peer-to-peer interaction via an online platform?

Table 4. Using GoToMeeting Video Conferencing Software in Online Instruction. O. P. Cooper & Phyllis Snipes, College of Education

Since Summer 2013, faculty in the College of Education's Department of Educational Technology & Foundations have been using GoToMeeting for video conference sessions and virtual office hours for our online courses. In this session, we will share our experiences,

demonstrate key features, and discuss how the GoToMeeting platform is meeting our needs for real-time communication and interaction with our distance learning students. Questions that will be addressed include these: What do students need to be able to use the software effectively? How difficult is it for faculty and students to do online presentations? How have students responded to these real-time sessions? What are the licensing options? Does GoToMeeting work well with Desire2Learn/CourseDen?

Table 5. What Do You Want to Know about Collaborative Learning in the Classroom? Christopher Berg, College of Science & Mathematics

This will be a guided exploration and facilitated group discussion of some of the common questions, challenges, and keys to successfully incorporating collaborative learning into the classroom. In this roundtable format, we will have the opportunity to model a positive collaborative learning experience! The issues addressed in this session should be relevant to those interested in adopting collaborative teaching approaches in classrooms of all sizes and experience levels. Likely questions for discussion include: What are the benefits of collaborative learning techniques in the classroom? What are appropriate techniques to assess individuals participating in collaborative activities? What are the keys to a successful collaborative learning experience (and the pitfalls to avoid)?

Table 6. Increasing Student Success by using Supplemental Instruction and other On-Campus Resources. Carrie Thielemier, College of Science and Mathematics

This discussion will offer faculty the opportunity to discuss how Supplemental Instruction and other on-campus resources can improve student success. During the discussion, we will be focusing on the following questions: What characteristics do certain on-campus resources possess that allow a student to be successful when utilizing their service? How do faculty encourage their students to utilize on-campus resources? What "type" of student benefits most from utilizing certain on-campus resources? How do faculty handle students that are utilizing on-campus resources and are still failing the class? To conclude the session, we will discuss analysis techniques that have been used to determine how effective an on-campus resource was to students.

Table 7. How to Encourage Attendance in the Classroom. Christine Rolka & Anja Remshagen, College of Science and Mathematics

Given the importance of student retention, progression, and graduation (RPG), it is imperative that we learn how to improve student success. The results from a study we did in Spring 2013 suggests that attendance might be an important predictor of student success. We would like to discuss the role that attendance plays in improving students' grades and by extension, student RPG rates. In this roundtable session, we would like to focus on questions such as: Does making attendance mandatory really help encourage un-motivated students to come to class and engage with the material? What are meaningful attendance policies that increase students' engagement with the course material? What are alternative strategies to attendance policies to increase students' attendance?

Table 8. Statement of Student Service. Brad Prince, Richards College of Business

Can you imagine a culture where most all faculty members voluntarily implement best practices related to student success and support? That is our aspiration at UWG. According to the Draft Vision Statement (Strategic Imperative #1), we intend to “formalize a culture of completion and student achievement.” Strategic Imperative #2 aims to ensure that all programs (not just our culture) are designed for student success. A Statement of Student Service (SoSS) to which faculty would voluntarily abide could be a key ingredient in this design that would create consistency for students, make development easier for faculty, and improve student service and support, all while leaving academic freedom intact. Let’s discuss the implications of a SoSS at UWG.

Table 9. Flip Your Classroom! Andrea Stanfield, Ingram Library

Have you flipped your classroom? Are you thinking about it? This roundtable is open to experienced classroom flippers and those who are interested in trying this pedagogical model, which uses technology—such as video or podcasts—to cover concepts outside of class in order to focus on discussion and application of these concepts during class time. Share your classroom flipping experiences or get suggestions and ideas for flipping your classroom. We will focus on questions, such as What are the benefits of flipping a classroom? What are some challenges of a flipped classroom? Are some types of classes easier to flip than others? How would an instructor who wants to try a flipped classroom get started?

Table 10. UWise Summer Bridge Program. Anne Gaquere, Rebecca Harrison, Farooq Khan, Satyanarayana Swamy-Mruthinti, & Scott Sykes, College of Science & Mathematics and College of Arts and Humanities

The UWise program, funded by a Georgia BOR STEM II Initiative, is a multi-faceted program that aims to increase the number of STEM graduates. The key feature of the program is a 4-week summer bridge program for incoming freshman who plan on pursuing a STEM degree. During the Bridge Program, students take MATH 1111 and XIDS 2100, which focuses on student writing. Students who have participated in the UWise Summer Bridge Program in the past have been more successful than their UWG peers during their freshman year. During this roundtable, we will answer the following questions: What are the overall goals of the UWise program? What are the different components of the UWise program? How do UWise students compare to their UWG peers in terms of achievement and retention?

Workshop: Powerful Protocols: Strategies for Supporting Active Engagement and Reflection
Mary Hooper, College of Education, Campus Center 105

Protocols are well defined, systematic processes for structured conversations. Commonly used by facilitators of professional learning communities, protocols are designed to actively engage learners in reflective dialog that supports learning. This session will engage participants in a series of protocols designed to promote rich and purposeful discussion related to a text passage that will be provided at the beginning of the session. The session will be structured to model an interactive 50-minute class period. Participants will have the opportunity to review principles of protocols for reflective dialog,

reflect on current practices, and identify specific actions to refine techniques for teaching and learning.

Workshop: Using Mini Lessons to Teach Reluctant Learners in Content Areas

Presenters: Cindy Ann Smith & Tamra Ogletree, College of Education, Campus Center 302

You want your students to understand the content area you are teaching, be able to apply that content, and enjoy your class so much that they cannot wait to come back the next time. Did you know you can do that through writing? Really you can! Attend our session to learn engaging ways to improve your students' writing and learn how to use the writing process to teach your content area in an engaging, effective manner. We'll also show you how to accomplish this in a way that doesn't take hours and hours to grade your students' assignments! Participants should bring a laptop.

Workshop: Teaching Narrative Competence: Innovative Pedagogy to Facilitate Reflective Awareness

Sharon Cumbie, Tanner Health System School of Nursing, Chris Ormond, Educational Leadership at Appalachian State U. Campus Center 303

The introduction of narrative into curriculum offers rich opportunities for students to practice advanced interpretive and communication skills, and to develop the capacity to effectively evaluate evidence that requires judgment. In this session, participants will consider the growing evidence base supporting the value of narrative experience in curriculum. Further, this session will help teachers in all areas discover how to incorporate narrative practice in their own curriculum and develop the narrative competence of their students in the ways most appropriate to their disciplines. Attendees will participate in a focused narrative competence workshop, book-ended by introduction that gives research and practical context for the model and concluding with discussion to explore and synthesize its utility for the teaching.

Presentations: Gaming & Gaming Environments in the Classroom, Campus Center 108.1

Presentation 1: Educator as Game Designer, Jim O'Donnell, College of Arts and Humanities

Should we see education as a game? Gamification refers to the application of game elements and strategies to non-game situations. In the educational setting, adopting game strategies can increase engagement and significantly impact student motivation, agency, and accountability. Sharing my own experiences implementing gamification as well as information culled from a variety of sources, attendees will be asked to re-imagine education as a game where both students and educators win. The best part is that many educators are probably using gamification already without realizing it.

Presentation 2: Incorporating Relevance and Rigor in a Game Environment: Barracuda Cove Investment Game, Susan E. Hall, Richards College of Business

Achieving student learning outcomes in a "game-like" environment allows students to connect real-world activities to marketing and business concepts presented in a relevant and authentic manner. This innovative game, Barracuda Cove Investment Game, can be incorporated into any marketing-related course that would require a marketing or business plan. Of the students

who have taken part in this project (N=135), the results from the course project survey suggest that students believe the project is relevant, effective, and provides future benefits. This presentation will describe the design, implementation, and evaluation of this authentic “game-like” project that models the popular reality television program Shark Tank. Laptops recommended!

Presentations: Strategies to Improve Student Writing 108.3

Presentation 1: Writing Out Loud: New Oral Grading Strategies for Achieving UWG’s QEP Goal, Heather Vinson, College of Arts and Humanities

This presentation outlines a novel method of oral grading that critically intervenes in students’ writing development by interrupting the passive consumption of instructor feedback. In a timed one-on-one session, the instructor reads a student’s paper out loud. The instructor corrects grammar, evaluates structure, and assesses content—effectively performing the act of grading before the student. Several variations of the method allow for different assignments and instructor predilection—including peer review—but the overarching goal is consistent: the student will encounter his/her specific writing difficulties, identify writing problems, model corrections, and transition from “writing my thoughts” to “reading my arguments.” The paper also addresses common reservations, complications, and student evaluations, as well as the potential for faculty collaboration.

Presentation 2: Together at Last: Turnitin and CourseDen!
Wendy Grisham, Distance Education

With Turnitin’s OriginalityCheck and GradeMark options now available in CourseDen, instructors can utilize both to save time grading and improve students’ writing. This presentation will demonstrate the value of OriginalityCheck as a tool for teaching students about plagiarism and proper documentation. The various features of GradeMark will also be explored; voice recordings, Grammar Check (ETS® e-rater®), rubrics, and QuickMarks are all efficient, effective instruments for analyzing and assessing students’ writing. At the end of the presentation, attendees will be able to activate the OriginalityCheck tool on Dropbox assignments, analyze generated Originality Reports and choose appropriate settings accordingly, and evaluate submitted papers using GradeMark.

Presentations: Assessment for Student Learning and Program Improvement, Campus Center 104

Presentation 1: Educated in the Science of Government? Assessing American Government Students, Gregory C. Dixon, College of Social Sciences

In 2012 the Political Science Department began using D2L to administer a pre-and post-assessment of student knowledge for POLS1101. The questions are specifically aligned to the learning outcomes for POLS1101. The assessment can be scaled from a single beta group to the entire population of courses. The result is a departmental assessment of outcomes in which individual faculty import the instrument into D2L and send the scores to the coordinator. This session will present two things of interest to the university community: 1) the design methodology of the instrument and 2) instructions for development and deployment of the D2L module. This is a very simple presentation of how we developed our instrument with a discussion of the larger deployment issues.

Presentation 2: From Assessment to Evaluation: Toward a Quality Improvement Process Model, Gregory C. Dixon, College of Social Sciences

This session will look at the big picture of how assessment should be considered part of an institution's overall data collection and evaluation process. Assessment is often seen in isolation but is better understood (and better utilized) if it is included as part of a system of ongoing evaluation aimed at improving the workings of the institution. This session will discuss the quality improvement process framework and its role in helping institutions meet objectives. The session will discuss how assessment data can be used to promote institutional priorities such as retention, progression, and graduation (RPG) rates as well as to allow the early identification of at-risk and unengaged students. The session will make the case that assessment is an underutilized tool for evaluating programs.

2:15-3:15 SESSIONS

Workshop: Increasing Student Engagement in Learner-Centered Classrooms: The First Day of Class, Jennifer Edelman, College of Education, Campus Center 302

Getting students to buy into student-centered learning is critical for success in the learner-centered classroom. In this workshop, faculty will have the opportunity to participate in a variety of activities that I have used successfully in my courses to develop students' understanding of the differences between student-centered learning and traditional lecture-based classes. We will discuss how to help students reflect on their personal learning philosophies, their goals for the course, and how to develop responsibility for each others' learning. Participants will leave this workshop with a variety of strategies that they can adapt for use in their own teaching practices.

Workshop: Using Video to Reinvent Teaching and Learning, Robyn Huss, College of Education, Campus Center 303

Video can be used in a variety of ways to support student learning. Teaching and learning are reinvented in a "flipped" classroom where instruction is provided through teacher-made videos that students watch at home, and class time is spent facilitating student learning activities. Student-made videos can also be used to improve students' communication skills. In this workshop, faculty participants will learn how to create videos for instruction that can be used in CourseDen as well as how to develop video activities that can be used in face-to-face instruction. Time will be provided for whole-group discussion and small-group collaboration.

Presentations: Strategies for Critical and Active Engagement, Campus Center 108.1

Presentation 1: A Sociocultural Approach to Racism. Tuğçe Kurtiş, College of Social Sciences
Collaborators: Glenn Adams, Phia Salter

Research suggests that a sociocultural approach to teaching about racism can lead to increased consciousness about racism and support for antiracist policy, while teaching about racism in the fashion of standard textbooks may lead students to underestimate the extent to which racism plays a role in American society (Adams, Edkins, Lacka, & Pickett, 2007). Drawing on these insights, I present a tutorial on racism I designed and implemented in the Culture and Psychology course I taught at UWG in Fall 2013. Student responses to this tutorial were consistent with the general idea that learning about racism matters, and more specifically with the proposal that a pedagogy emphasizing a sociocultural approach to racism can serve as a force for liberation.

Presentation 2: Constructivist Teaching Strategies for the Undergraduate Classroom, Jeannette Diaz, College of Social Sciences

In this presentation, I describe pedagogical tools that help create a constructivist classroom where student learning is centered on critical and active engagement with course material. I will discuss the following pedagogical tools: Literature Circles; "Think Ink and Share" techniques; practices for helping students link theory to lived experience; and Photovoice, a method that uses photos to create constructive dialogue around a particular question or concern. Although I will present examples from my undergraduate psychology classes, these techniques are applicable to the social science and humanities in general. An interesting point for discussion and consideration will be the extent to which such pedagogical techniques can be applied to the undergraduate natural science classroom.

Presentations: Supporting Student Engagement with Technology, Campus Center 108.2

Presentation 1: Personalizing the Online Experience, Keith Pacholl, College of Arts & Humanities

This presentation will discuss how to personalize the online environment and connect with students even when you don't meet with them face-to-face. The presentation addresses some of the major issues that prevent many faculty from teaching online. The majority of the presentation emphasizes two major areas: engaging with students and creating a sense of community, and personalizing the class so that it mirrors what I would do in a face-to-face setting. The presentation will give concrete examples of how to engage with students, including the use of interactive features of CourseDen and other software that allows for live contact with students. It will conclude with a discussion of how I use videos, discussions, lectures, and other content to personalize my online classes.

Presentation 2: Pecha-Kucha: A Presentation Strategy for Engagement, Michelle M. Byrne, Tanner Health Systems School of Nursing

Pecha-Kucha means chit chat in Japan and was developed in 2003 for a presentation in the art and design world. Specifically, this presentation technique uses only 20 slides with each image being shown for the duration of 20 seconds. This 20 x 20 format results in a presentation length of 6 minutes and 40 seconds. This session will address best practices and research of using Pecha-Kucha in higher education. The implementation of using Pecha-Kucha in a nursing theory course will be shared with the audience. Student and faculty feedback will be shared to identify best practices for use in both online and face to face instructional formats, as well as a potential strategy for professional development for educators. Laptops recommended!

Presentations: Flipping the Classroom, Campus Center 108.3

Presentation 1: Flipping the Honors Freshman Chemistry Classroom, Sharmistha Basu-Dutt, College of Science and Mathematics

This presentation will describe how the year-long Honors Freshman Chemistry class was designed to be a hybrid flipped classroom. Instead of using videos or pod-casts, students are assigned reading from the textbook with online access to instructor-generated PowerPoint notes that summarize the key chapter topics and concepts as homework. The focus of the class is no longer to merely cover material via lecture. Mastery of concepts is achieved via student-led problem solving utilizing higher order thinking skills. Frequent learning checks and careful assessments are the key to creating an effective flipped classroom environment. Opportunities and challenges of the flipped classroom model will be discussed.

Presentation 2: Flipping the Classroom to Teach Newton's Laws, Julie Talbot, College of Science and Mathematics

As part of a grant from the UWide Mini-Grant program, I flipped my classroom for the Newton's Laws unit of the PHYS 2211 course. Although students have seen Newton's Laws since middle school, they still find this part of the course difficult, and on conceptual evaluations, there are only small improvements between pre- and post-tests. I decided to implement activities designed to improve conceptual understanding. These activities help students think deeply about simple activities, such as lifting or carrying a mass. Students are led slowly through a process that allows them to solve physics problems involving Newton's Laws. This talk will discuss the implementation of the flipped classroom for this material, including student reactions, pre- and post-test scores, and pitfalls.

Presentations: Online Tools to Support Student Learning, Campus Center 104

Presentation 1: Using Pinterest.com to Curate Online Media for Instructional Use, Emily McKendry-Smith & Tiffany Parsons, College of Social Sciences

Many instructors use media to enhance their classes. In this presentation, we show how the website pinterest.com can serve as a tool to curate media for instructional use and exchange media items with other instructors. Unlike other methods of retaining copies of online content—such as bookmarking, copying links, or file saving—access to pinterest.com is not tied to a specific electronic device, does not necessitate elaborate copying and sending, does not require logging into any online accounts on public computers, and allows instructors to immediately visualize the media in question. We discuss strategies instructors can use to take the greatest advantage of pinterest.com's capabilities in the classroom. We also present student feedback on use of online media. Laptops recommended!

Presentation 2: CourseDen D2K Comes Alive: Demonstration of How to Integrate Online, Tools in Your Course. Phyllis R. Snipes & O.P. Cooper, College of Education

There are a myriad of free online tools that can be integrated into CourseDen D2L. They range from video recording tools, to attention-getting gimmicks, to ideas for presenting announcements, to possible tools for student assignments. Incorporation of these types of applications enhances delivery of content and student involvement in the online environment. This session will focus on selected tools that can be easily incorporated into CourseDen D2L. Tools that will be demonstrated include YouTube, vimeo, voki, weebly, and animoto. Examples of these tools embedded within a course will be provided. Laptops recommended!

3:30-4:30 SESSIONS

Presentations: Strategies for Working with Disruptive, Disengaged Students, Campus Center 108.1

Presentation 1: Keeping First Things First: Innovative Strategies for Working with Disruptive Students. Lisa Adams, Jill Hendricks, & Maggie Tennant, Counseling Center and Health Services

Many faculty struggle with students who appear irrational and are disruptive in the classroom. Studies indicate that disruptive and dangerous behavior is increasing on college campuses and in classrooms. This session will explore ways to develop personal strategies for managing these students and will make faculty aware of on- and off-campus resources that are available to them. Our interdisciplinary team will assist faculty in learning about new and creative techniques for keeping teaching and learning first in the classroom.

Presentation 2: Lessons to be Learned When Incentives and Strategies Cease to Motivate: Teachers and Defiant Students Struggling for Survival and Meaning. Tom Peterson, College of Education

This presentation is about lessons learned from linking pre-service teachers and unmotivated and challenging youth into a service intervention program. Responding to educators and unmotivated and defiant youth longing for a sense of the possibility that education can offer something that is an antidote to the cynicism, self-indulgence, competition, and despair that are so much a part of today's educational culture, this presentation provides a re-visioning of

how to reconnect educators and students to each other and to ignite that mysterious spirit within each of us that is the source of inspiration, motivation, meaning, forming intimate relationships, and knowing.

Presentations: Increasing Critical Thinking in Mathematics, Campus Center 108.2

Presentation 1: Using a Problem Posing Activity to Encourage Critical Thinking: The Case of a Mathematical Content Course for Prospective K-12 Teachers. Wenyan Zhou, College of Science & Mathematics

Knowing how to identify and formulate problems is an important ability in many disciplines. Problem posing is defined here as the activity of posing a problem given a situation or concept. Problem posing activity holds the promise of encouraging students to think deeper about the concepts they learn and helping them envision future applications of the learned concepts. Problem posing, however, is challenging for students. In this presentation, I will first review the research base related to the use of problem posing tasks to encourage critical thinking, especially in the field of mathematics education. I then discuss my own experience implementing it in teaching a mathematics content course for prospective teachers, including lessons learned and strategies I have found useful.

Presentation 2: Using Literature to Teach Mathematics to Pre-Service Elementary Teachers, Christopher C. Jett, College of Science & Mathematics

Pre-service elementary teachers often have narrowly defined views and ideas about mathematics. Conversely, many pre-service elementary teachers have an affinity toward children's literature. This presentation will highlight the pedagogical practices used to engage pre-service elementary teachers in the mathematics teaching and learning dynamic through literature.

Presentations: Engaging Learners Using CourseDen , Campus Center 108.3

Presentation 1: Engaging Learners with the Support of CourseDen Jessica A. Loiacono, Distance Education

In order to meet the goals outlined by Complete College Georgia, student retention is of the utmost importance. By using tools within CourseDen powered by Desire2Learn, instructors can track student progress and identify students who may be at-risk for failure. These tools and practices include: User Progress, Colored Grade Schemes, and Continuous Feedback. Such tools can benefit both fully online and web-enhanced face-to-face courses. This presentation will also briefly explore additional resources for online students.

Presentation 2: Virtual Classrooms and Blackboard Collaborate, David Lloyd, Distance Education

Did you know that we have a new tool that will be replacing Wimba Classroom? Blackboard Collaborate is now integrated into CourseDen (D2L). This upgraded virtual space provides mobile and wireless access to allow your students to communicate with you. During this 20-minute session, we will demonstrate BlackBoard Collaborate and discuss reasons for use.

Presentations: Supporting Critical Thinking in Math and Science, Campus Center 104

Presentation 1: Problem-Solving: A Peer-Led Approach, Presenter: Farooq A. Khan, Lucille B. Garmon, & J. Brett Kimbrell, College of Science and Mathematics

We describe innovative approaches to enhance problem solving skills in physical chemistry. The lessons learned may be applicable to courses in the natural sciences, mathematics, and other disciplines that emphasize quantitative problem solving. Workshops (required, structured problem solving sessions) in physical chemistry are led by a peer leader who answers questions, gives hints, and guides the students toward solutions. We also describe modules created using the product "Livescribe Echo Smart Pen" that records handwritten materials and voice simultaneously. These solved examples and summaries of concepts are uploaded on CourseDen prior to the Workshops. Scores on standardized examinations show significantly increased scores. Surveys also indicate student satisfaction with Workshops.

Presentation 2 Increasing Student Success in Precalculus by Emphasizing Science Applications, Presenter: Scott Sykes, College of Science and Mathematics

This presentation will discuss the changes that were made to the way I presented material in my Precalculus classes during the fall semester. Precalculus is named in the UWG Complete College Georgia Report as a "gateway course" and has a high rate of students earning a D, F, or withdrawing from the course (DFW). In an attempt to lower this DFW rate in the sections I taught during the fall, this presentation will discuss the changes that I made that emphasized the science applications of the material in an effort to increase student engagement. One example of this was using pH and half-life problems as an introduction to logarithmic and exponential functions. Laptops recommended!