## SCHEDULE AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-9 a.m.</td>
<td>Registration/coffee and beverages</td>
<td>Pecan Tree Galleria</td>
</tr>
<tr>
<td>9 a.m.</td>
<td>Welcome</td>
<td>Masters Hall</td>
</tr>
<tr>
<td></td>
<td>Nicholas Holt, Director of Innovation in Teaching and Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Denise Spangler, Dean</td>
<td></td>
</tr>
<tr>
<td>9:15-10:15 a.m.</td>
<td>Keynote address</td>
<td>Masters Hall</td>
</tr>
<tr>
<td></td>
<td>“Learning Global Competencies through Immersion”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chris Dede, Timothy E. Wirth Professor in Learning Technologies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Harvard Graduate School of Education</td>
<td></td>
</tr>
<tr>
<td>10:20-10:45 a.m.</td>
<td>Poster sessions/refreshment break</td>
<td>Pecan Tree Galleria</td>
</tr>
<tr>
<td>10:55-11:55 a.m.</td>
<td>Session 1</td>
<td>Second Floor Meeting Rooms</td>
</tr>
<tr>
<td></td>
<td>Bundles A–H (see pages 4–11)</td>
<td></td>
</tr>
<tr>
<td>12-1 p.m.</td>
<td>Lunch</td>
<td>Magnolia Ballroom</td>
</tr>
<tr>
<td>1:10-2:10 p.m.</td>
<td>Session 2</td>
<td>Second Floor Meeting Rooms</td>
</tr>
<tr>
<td></td>
<td>Bundles I–O (see pages 14–20)</td>
<td></td>
</tr>
<tr>
<td>2:15-2:40 p.m.</td>
<td>Poster sessions/refreshment break/visit exhibits</td>
<td>Pecan Tree Galleria</td>
</tr>
<tr>
<td>2:50-3:50 p.m.</td>
<td>Session 3</td>
<td>Second Floor Meeting Rooms</td>
</tr>
<tr>
<td></td>
<td>Bundles P–W (see pages 22–29)</td>
<td></td>
</tr>
<tr>
<td>4-4:30 p.m.</td>
<td>Q&amp;A with Chris Dede</td>
<td>Masters Hall</td>
</tr>
<tr>
<td>4:30-4:55 p.m.</td>
<td>SOTL presentation</td>
<td>Masters Hall</td>
</tr>
<tr>
<td></td>
<td>Colleen M. Kuusinen, Assistant Director for the Scholarship of Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>4:55-5 p.m.</td>
<td>Closing Remarks</td>
<td></td>
</tr>
</tbody>
</table>
KEYNOTE SPEAKER

CHRIS DEDE

Harvard Graduate School of Education

Dede is the Timothy E. Wirth Professor in Learning Technologies at Harvard’s Graduate School of Education (HGSE). His fields of scholarship include emerging technologies, policy, and leadership.

Chris has served as a member of the National Academy of Sciences Committee on Foundations of Educational and Psychological Assessment, a member of the U.S. Department of Education’s Expert Panel on Technology, and a member of the 2010 National Educational Technology Plan Technical Working Group. In 2013, he co-convened a NSF workshop on new technology-based models of postsecondary learning; and in 2015, he led two NSF workshops on data-intensive research in the sciences, engineering, and education.

Chris was an International Steering Committee member for the Second International Technology in Education Study and has participated in technology-based learning initiatives for various Global South countries. He leads the adult capacity building strand of the Reaching Every Reader initiative at Harvard and MIT.

His edited books include “Scaling Up Success: Lessons Learned from Technology-based Educational Improvement,” “Digital Teaching Platforms: Customizing Classroom Learning for Each Student,” “Teacher Learning in the Digital Age: Online Professional Development in STEM Education,” and “Virtual, Augmented, and Mixed Realities in Education.”

“Don’t start with the technology. When you start with technology, it’s a solution looking for a problem.”

–Chris Dede
Andreas Handel  
Melissa Hallow  
*University of Georgia*  
ahandel@uga.edu  
hallowkm@uga.edu

**Interactive Building and Analysis of Simulation Models Without Coding**

Computer simulation models are commonly used in a wide range of STEM disciplines and beyond. While many advanced courses include the use of such models, widespread use in introductory courses is often unfeasible due to the potential requirement on students to be able to write code to implement such models. Many students still have minimal or insufficient coding backgrounds to allow them to build such simulation models. A solution to this problem is to provide students with tools that allow building of simulation models without having to write code. Supported by a grant from UGA’s Center for Teaching and Learning, we are currently developing such a tool, implemented as a freely available package in the widely used R programming language. We will explain the rationale for this software, provide use-case examples and explain how it will allow students with no coding skills to engage in active learning of simulation models.

Stan Perrine  
Angi Lively  
*Georgia Gwinnett College*  
sperrine@ggc.edu  
alively@ggc.edu

**Specifications Grading: What to Ex-spec when you are Spec-ing**

This session will be a brief intro to the framework of Specifications Grading (a form of Mastery Learning) and how each of us implemented it in our mathematics courses... including some of the challenges and successes we have seen during the first year of using the Specifications Grading framework. This work is based on the book by Dr. Linda Nilson entitled “Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time.”

Simon Platt  
Kyle Johnson  
Anton Franzluebbers  
*University of Georgia*  
srplatt@uga.edu  
kjohnsen@uga.edu  
anton@uga.edu

**A Virtual Reality Canine Neurological Examination to Teach Veterinary Students**

We performed a study evaluating alternative interaction styles for a novel virtual reality simulator proposed for veterinary neurology training. We compared a reality-based interaction metaphor, which is commonly used in virtual reality applications, to a command-based metaphor that reduced interactivity towards improving overall application usability. A cohort of 55 veterinary medicine students took part in the study, which took place at UGA’s veterinary school building. The study used a crossover design that allowed each participant to try both systems. Results suggested some correctable usability issues with the reality-based system, particularly the inclusion of haptic feedback for certain parts of the examination. A strong overall preference for the reality-based system was also observed. The study highlighted the potential of using both systems in tandem, with the command-based system being used prior to the reality-based system.

Hua Zheng  
*University of Georgia*  
hua.zheng25@uga.edu

**Creating Whiteboard Animated Videos to Retell Historical Events**

This presentation will first share two students’ submissions presenting research on a historical event called the Battle of Kettle Creek. These submissions were created using two different presentation tools: one is the conventional Microsoft PowerPoint, and the other is the emerging Moovly, a website that allows users to create whiteboard animated videos. After viewing both presentations, the presenter will guide the participants to analyze and compare the effects of the two different mediums, including the pros and cons of each format. Finally, the presenter will lead a discussion on how to implement similar innovative assignments or activities across various disciplines.
Chris Finnin  
*Drexel University*  
chris@drexel.edu

**Project Based Learning with an International Twist**

Project-based learning offers students a valuable opportunity to learn through activities which are real world based, faculty facilitated, and designed to develop 21st century skills. Learn how an undergraduate international consulting residency course at Drexel University’s LeBow College of Business offers students a unique combination of real-world consulting experience and international travel. In this class, students act as consultants to a real international company and experience international business firsthand. Ten weeks of the course take place on campus, with student-client interaction facilitated virtually. During the final week of the course, students travel abroad to present their final recommendations to the client, in person. This opportunity to present their recommendations to a real company, has offered a valuable learning experience which employers and alumni of the course have considered a best practice in our curriculum.

Victoria Hasko, Albina Khabibulina  
*University of Georgia*  
vhasko@uga.edu  
akhabibu@uga.edu

**Assessment as a Foundation for Curriculum**

The presenters will share their experience with re-engineering a traditional approach to assessment in university language programs. They will discuss the new Russian Flagship program instituted at UGA in fall 2018, its ambitious proficiency-oriented goals, and how proficiency is being built into the curriculum for the program both in terms of the instructional efforts and assessment practices. The presentation will showcase the Russian Flagship Program efforts to integrate formative assessment, regularly scheduled proficiency-based assessments developed by the American Councils for Teachers of Foreign Languages, cultural awareness assessment, and individualized Dynamics Assessment interventions into an informed foundation for instruction that reflects learners’ emerging needs and strengths.

Yunjuan He  
*University of North Georgia*  
yunjuan.he@ung.edu

**Community-Based Teaching: Learning the Linguistic Landscape at Buford Highway**

The course project, entitled “Visualizing a Multilingual Community: A Study of the Linguistic Landscape of Buford,” was conducted in CHIN 3020 Language, Culture, and Society in spring 2018. Through the learning experience of this project, students developed a deeper understanding of theories of multilingualism and realities in the United States, practiced community-based research, and developed oral and written communication skills in Chinese, the target language. The course project required students to conduct a research-oriented study by examining the linguistic expression of the signage along Buford Highway. They were guided to use research methodologies in sociolinguistics to collect data through field work and to analyze the data qualitatively and quantitatively. All the students were required to do an oral presentation of their findings and write a field report in Chinese at the end of the project.

Patrick Wallace  
*Georgia Department of Education*  
pwallace@doe.k12.ga.us

**Examining and Supporting the Rapid Growth of the Dual Language Immersion Model in Georgia**

Georgia’s Dual Language Immersion Programs have been growing at a rapid rate. During the last four years, Georgia has expanded from six immersion programs to 53 in five languages. This short presentation will take a dive into the DLI landscape of Georgia to understand the developments that are supporting this rapid expansion and examine the state and district level interventions and programs that are seeking to support this growth.
Rethinking Reflection: Moving from “Just Video” to Pedagogies of Connected Learning

Innovation is often rooted in doing better things, not just doing things better. This session explores how a sequence of scaffolded video reflection tasks led a community of undergraduate and graduate students to gain clarity, resilience, and fluency within a community of learners—all which transcended the goals of the course and ignited their inquiry and practices in increasingly rigid grades 6-12 public school contexts. Participants will use Flipgrid, Recap, and Videonot.es as spaces for video-based reflective work but, more importantly, for opportunities for enacting pedagogies of a socially-embedded, interest driven connected learning.

“To Piece Parts of My Life Together Really Helped Me Better Understand Myself”: Webpage Design in the American Literature Classroom

This presentation explores the use of multimodal writing projects in the American literature classroom to promote knowledge transfer of critical thinking skills, effective rhetorical practices, and multiple literacy engagement. As the capstone project in a 300-level study of Sidonie Smith and Julia Watson’s theories of personal narrative and their application to autobiographical texts by American women writers since the 19th century, students wrote, designed, and published online narratives using Adobe Spark Pages. Because the projects required content selection and explication, application of critical theory, and literary analysis, as well as developing effective rhetorical strategies for multimodal content design, students engaged in the synthesis and creative thinking promoted by Howard Gardner in Five Minds for the Future as necessary in the 21st century. The presentation includes suggestions for assignment design and a look at sample student projects.

“Me?” “Teach Online Courses?”: My Challenge to Learn Brightspace (D2L)

This presentation is not a demonstration on how to use technology in the classroom, but rather a talk about how technology can transform a classroom teacher. I want to share with others my journey from being adamant about not teaching online courses to teaching and designing online courses. The road taken by this never-on-liner wasn’t easy. I was comfortable in 2000 working with WebCT. I thought I was pretty savvy putting my face-to-face course readings online. My comfort zone was disturbed when the COE upgraded to WebCT Vista. I didn’t take that change too well. To me, this was a setback; a new learning model that disrupted my teaching flow and I did not want to learn a new system. After weighing my options, I learned a new system. In time, I moved from being comfortable working with technology in my classes to curious. What else could I do online? I found my answer when I was introduced to eLC/D2L. My journey to understand this system is a lesson in self-determination and perseverance.
Charlene Woodham Brickman  
*Auburn University*  
cmw0074@auburn.edu  

**Uncomfortable Conversations: Creating Safe Spaces for Disagreement**

In a world that has lost the art of debate, how do we come to the table (stay at the table) and discuss difficult (and even painful) topics? Establishing a respectful learning community is a great start and can be effectively facilitated by exercising (and even requiring) disagreements. Giving your students the opportunity to disagree with you can lead to scaffolding experiences for them to disagree effectively with peers. This is a real world, and a generation of social media natives may need this guidance as they enter real life interactions that don’t allow hashtags and do require more than 144 characters.  
#wecantalkthroughanything #dontfantheflames

Robert Cochran  
*University of Georgia*  
rmc63333@uga.edu  

**Creating Class Cohesiveness: How an Interpersonal Closeness Task Brings Students Together**

Group dynamics often play an important role in classroom settings. Teachers may create groups for active learning purposes, and/or groups may occur naturally due to the preexisting beliefs students hold about themselves and others. These group dynamics can block communication, create unproductive in-group biases, and ultimately harm class cohesion and the student’s ability to learn. In an effort to diminish negative in-group behavior between students, I used the closeness generating procedure to create empathy amongst “competing” groups of students. This 45-minute, 36 question task has students take turns asking and responding to increasingly personal questions, allowing them to connect with and learn deeply about their partner in a short amount of time. A qualitative assessment indicated that the task is effective in helping students connect with one another and reduces the negative effects of group dynamics. Various ways to modify and use the task in different learning environments are discussed.

John Hall  
*Middle Georgia State University*  
john.hall3@mga.edu  

**Can We Teach Tolerance for LGBT Rights?**

Sexual orientation continues to be an important issue in American classrooms. Increasing the political knowledge of students can reduce the volatility of this issue by increasing tolerance toward the LGBT community. This relationship between political knowledge and political tolerance has been recognized since Stouffer’s seminal work (1955) examining respondent’s tolerance toward unpopular groups. Since then, political scientists have worked to further our understanding of the link between political knowledge and political tolerance. This manuscript expands upon the existing literature by examining the effect of political knowledge on political tolerance toward LGBT equality using semester-long classes on American National Government. Findings are expected to show a statistically significant increase in political tolerance of LGBT rights by students who have experienced increased political knowledge through an introductory course on American government.

Anita Thompson  
*Athens Technical College*  
atthompson@athenstech.edu  

**Broaching the “Hard Stuff” in the Classroom: Techniques for Tackling Tough Subjects in Class Discussions**

In 2018, there is a wide variety of news stories, current social events, and topics of debate that, upon mere introduction, have the potential either to cause class discussion to sink or to swim. In this presentation, I will outline a three-pronged approach for broaching what may be considered “difficult” or “touchy” subjects in college classroom discussions. As a sociology instructor with experience teaching across several different types of institutions of higher learning, I have had the opportunity to employ various techniques in class discussion based upon my pedagogical training. Oftentimes, it is through processes such as trial and error and trial and success that help us to learn and to evolve as college instructors, while always remaining student-centered in our approach. Aspects of the teaching approach that I will present follow: 1) Place the students at ease while letting them know that you are not there to “change their minds” about anything. 2) Encourage the students to listen to perspectives different from their own—although they might not understand them. 3) Help students understand why it is important to “go there” with topics in an effort to promote higher learning and to help them to be better prepared to have responsible discussions surrounding “tough” subject matter both within and outside of the classroom.
Impact of a Research-Based Activity for Use in a SCALE-UP Classroom on Students’ Definitions of a Physical Chemistry Concept

During the fall 2017 semester in UGA’s Science Learning Center SCALE-UP classroom, a newly created research-based activity was implemented as a novel way to teach students about entropy, an abstract and ambiguous concept for many students. Participating students were asked to provide their definition of entropy before and after completing the activity through a series of pre- and post-test questions. Results show that students are more aware of other definitions of entropy as a result of completing this activity and are no longer solely reliant on the prevalent macroscopic definition involving disorder.

NETSEARCH: Bridging the Gap Between the Supervisor and Student During Research Projects

Conducting research is difficult. Learners, typically with little domain competence, are faced with many challenges when commencing a research project, from choosing a topic, to constructing effective search queries implemented across multiple academic repositories. The 21st-century learner is also expected to use technology as a tool; to research, systematize, evaluate, and communicate information effectively and seamlessly, in addition to knowledge creation. This multiplicity of demands creates a complicated tapestry of challenges for both supervisors of projects and students alike. This talk presents an innovative research platform, NETSEARCH, that is designed to address the challenges of conducting and managing research projects in a single platform. The learners effective engagement with research papers is visualized through a digital ecosystem to identify learners who are struggling or disengaged with the process of conducting research, enabling early intervention, and to eliminate the possibility of plagiarism through the digitization of the research process.

Total Access Classroom: Traditional Methodologies in the Digital Age

The Total Access Classroom employs current technology to revitalize traditional teaching methodologies. Digitizing all classroom materials, this concept enhances student learning by making all classroom materials continuously accessible and repeatable via the internet. Our current model utilizes “OneButton Studio” technology to produce and distribute lectures, readings, review and reference materials, assignments, etc., as created by the instructor. Other technologies incorporated include light boards, 3D printers, and a newly established “Makers Studio.” The techniques presented in this model are constructive for a variety of classroom types, including flipped-classroom, hybrid or online courses, and especially traditional lecture courses in the social and hard sciences. Comparative student learning outcomes performance will be assessed, and best practices learned in this teaching methodology will be presented.
Student and Instructor Perceptions of Active Learning in STEM Classrooms

Active learning is a student-centered, in-class approach to teaching where students are engaged in meaningful activities designed to help them learn concepts that promote thinking, inquiry, discussion, collaboration and/or reflection. Evidence for the efficacy of active learning is strong, however, instructors and students may still hold widely different values regarding their benefits. Further, while use of active learning is increasing, students may perceive “what happens in the classroom?” very differently than instructors. For both populations, familiarity with active learning, either through instructor training or previous student experience, may influence values, usage, and within classroom perceptions. We conducted a survey of undergraduate STEM instructors and students to examine the values and perceptions of these groups. Here we report early analysis confirming vastly different perceptions of the value of active learning and its actual usage within and between roles and classrooms.

The Big Boom: Utilization of Experiential Learning Techniques to Effectively Educate and Train Students in Disaster Management

While theoretical and conceptual frameworks lay a strong foundation for what is needed to manage any disaster, the application of critical thinking skills is ultimately what will determine a successful response. The UGA Institute for Disaster Management has implemented a new approach by immersing first-year master’s students in a surprise mass casualty response where they can practice management and response skills in a simulated environment. Unbeknownst to the class, a literal BOOM will signify that a disaster has occurred. Students are then tasked with utilizing relevant knowledge, skills, and certifications to respond and manage the event. Instructors work diligently to ensure students are pushed to think critically. Second year students play both exercise planners and victims while makeup artists are even brought in to help provide realism. This messy but memorable day ensures core elements of the disaster management curriculum are understood not only in theory, but in practice.

Design a Better World

Students are capable of solving real-world problems. By soliciting companies and organizations for “Design Briefs,” students have partnered with Fortune 500 companies, government agencies, and nonprofits to create impactful solutions to the problems these organizations are facing every day. They have created marketing campaigns, designed a park, curated a museum exhibit, developed design thinking tools, and forecasted the future of air travel. Most importantly, these aren’t simply classroom projects—they are real deliverables from clients who expect high-quality products. This type of work is instantly authentic because it is real, and it’s the kind of work that unfortunately is missing from most curricular plans.

Making ‘Extreme’ Service-Learning Possible

The presentation will describe a unique model for an “extreme” service-learning course in which both the learning content and service learning are completed online with a single community partner that has allowed for the resolution of many of the challenges inherent in online service learning. There are numerous nonprofit companies that have identified community needs and have developed online platforms intended to address these needs. Many of these companies have the potential to serve as excellent service-learning community partners. The current presentation focuses on a partnership developed between a faculty member teaching adolescent development and an e-mental health company. The presentation will focus on the logistics of the partnership, students’ online service-learning work, and the techniques that have been developed to assess students’ adherence to the schedules they set and their work quality. The logistical benefits of the fully online model will also be discussed.
SESSION 1

BUNDLE G
MODERATOR: MILLER BARNETT
ROOM Y/Z

Elaina Behounek
Middle Georgia State University
elaina.behounek@mga.edu

Addressing Issues in Criminal Justice Through a Project-Based Learning Approach

Project-based learning is an approach that tasks learners with creative problem solving. The entire course is focused around one central, overarching problem, with the project as the goal and outcome. I used project-based learning in a course titled: Women, Crime, and Justice. In this course, students worked in teams of 4–5 to create an awareness campaign for an issue related to: female offenders, sexual assault, intimate partner violence, or juvenile delinquency. Each group had creative freedom to create a campaign, based on empirical evidence that would create awareness about their given topic. Each week, the groups met in or out of class to work on their projects. Each week’s progress was recorded on a project report form, and the final projects were presented at a campus-wide event. There are many challenges for project-based courses, but the outcome was truly impressive. Project-based learning approaches can be used in any class.

Rafael da Silva
University of Georgia
rld89256@uga.edu

Reflecting on Emotional Decision-Making Using a 2D Simulation

This presentation covers the development process of a simulated 2D scenario, Dilemma, that aims to foster reflection about one’s (and others’) emotional decision-making processes. Dilemma presents an ethical dilemma and guided questions that allow students to recognize their biases and emotions during decision-making, which can lead to improved self-awareness that is key for the modern workplace. In addition to the development process, the theoretical foundation of the 2D scenario will be briefly discussed, as well as possible directions for the creation of similar scenarios by teachers.

Jennifer Lubke
University of Tennessee–Chattanooga
jennifer-lubke@utc.edu

Mark My Words: “It’s in the Syllabus”

In “How to Mark a Book,” Adler (1940) wrote, “[R]eaders, if it is active, is thinking, and thinking tends to express itself in words, spoken or written.” Text marking is a recommended comprehension strategy, easily modeled by instructors on an overhead transparency or document camera. However, as we digitize and share texts online, these methods are increasingly outmoded. As such, I decided to integrate digital reading practices into my courses by assigning several digital annotation tasks, beginning with the syllabus. Before the start of classes, I send a video tutorial and an invitation to read and annotate the syllabus in Google Docs. Using the Docs commenting utility, the students and I “converse” about all matters pertaining to the course, prior to meeting face-to-face. This innovation eliminates the dreaded syllabus review, enabling me to leverage students’ digital annotations as fodder for my first-day lesson on “responsive and responsible reading” (Probst, 2001).

Lloyd Rieber
University of Georgia
lrieber@uga.edu

Are You Like Me? A Class Game to Demonstrate Learner Diversity

I’ve developed a class game to help participants understand the diversity that exists even within a group of people who seem to have much in common. One thing I like about this activity is that it goes beyond standard examples of diversity and instead focuses on just how different each of us is in simple, everyday ways. The game is played in three parts using the online tools of Google forms and a Qualtrics survey. The game begins by asking each person to come up with three questions where their personal answer is “yes,” but ones they expect their classmates’ answers to vary in precise ways (e.g. mostly yes, mostly no, and half and half). The goal of the game is to have people predict how many people will answer yes and no to each question.
A Crime in the Making: Can STEAM Save You on Judgement Day?

Can the detectives in your class solve the crime? Following a debriefing given by lead detectives, the Crime Scene Investigation teams of students will collect evidence from the crime scene located in your school. Using their STEAM knowledge, the students will process evidence obtained at the crime scene by way of the following Federal Bureau of Investigation Units: Biometrics Analysis, Counterterrorism and Forensic Science Research, Firearms/Toolmarks, Latent Print, Scientific Response and Analysis, and Questioned Documents. Can a verdict be reached during your mock trial, or will your suspect walk free?

Parking Lot Processing: School Counseling Interns’ Immediate Reflections

The Problem: School Counseling Interns have valuable leaning experiences throughout their days working at their internship sites...and then get in their cars and drive home, too often leaving those potentially meaningful experiences unexamined. Stale class “check-ins” and group supervisions discussions a week later cannot capture the emotions or meaning of the moment. This presentation will demonstrate how to enable interns, student teachers, and others gaining valuable field experiences to process their thoughts and feelings in a more immediate, unedited, and unfiltered way through the use of video technology available via phone or tablet. Examples of processing videos will be shared, and implications for using this strategy to improve class discussions, supervision, accountability, and professional identity development will be discussed.
12
2018 Innovation in Teaching Conference
#ittuga2018

Graduate School
UNIVERSITY OF GEORGIA

grad.uga.edu | gradmag.uga.edu
The Center for Teaching and Learning offers a variety of media and technology services to enhance instruction at UGA, including the One Button and Learning Glass studios. Both studios have a simplified video recording setup that can be used without any previous video production experience. These studios are free for UGA faculty, staff, and students.

**One Button Studio**

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

To learn more and to request a reservation, visit: ctl.uga.edu/one-button

**Learning Glass Studio**

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

To learn more and to request a reservation, visit: ctl.uga.edu/learning-glass

Hooper Street Athens, GA 30602
Instructional Plaza between Journalism and Psychology
Elaine Alvey  
*University of Georgia*  
elaine.alvey@uga.edu

**Citizen Science Toward Environmental Justice: A Transdisciplinary Water Quality Project for Middle Grades**

This presentation will explore a transdisciplinary teaching innovation which addresses the urgent need for students to be deeply engaged in issues of environmental justice impacting their communities. Using my own experiences as a middle grades classroom teacher in rural Idaho, I will briefly discuss the pedagogical framework, curricular tools and community partnerships necessary for the success of this project in which students collected water quality data from a local stream to better understand and advocate for water quality in their community. Students worked with an upstream high school to develop an understanding of the impacts of pollutants and measure changes over time and geography. The students submitted data to the state, contributing authentic intellectual work to the larger field of freshwater ecology. Students used this information to present at a local water quality meeting and engage in creative and authentic problem solving around issues impacting the community.

Bob Capuozzo  
*University of Georgia*  
capuozzo@uga.edu

**How a Graduate Course on Play at a PDS-Sponsored Summer Camp Exemplifies a Shared Commitment to Innovative and Reflective Practice**

The research discussed in this presentation stems from a summer graduate course on the Educational Foundations of Play that took place at Camp DIVE (Discover, Inquire, Voice, Explore). Camp DIVE originated as an off-shoot of the Professional Development School District partnership between the Clarke County School District, the University of Georgia College of Education, and the Athens–Clarke County community. Graduate students learned strategies, theories, and the history of play AND were able to implement play-based strategies with children. The results of action research projects by two teachers who brought play back to their classrooms are discussed. A significant takeaway from this study is that classroom teachers and teacher candidates need the opportunity to experiment with, sample, and try new techniques. The research exemplifies essential #4 of the National Association for Professional Development Schools; a shared commitment to innovative and reflective practice by all participants.

William Kerns  
Betty Porter Walls  
*Harris–Stowe State University*  
kernsw@hssu.edu  
wallsb@hssu.edu

**Service Learning as an Act of Innovation and Renewal**

This presentation describes lessons learned for the practice of literacy and language arts instruction from a service-learning partnership between a College of Education and a non-profit community agency. The project’s goal is to improve the literacy skills of children in collaboration with families. Preservice teachers participate in read aloud activities with children as part of a service-learning project tied to the partnership with the non-profit agency. The presentation describes themes that emerged based on a study of the experiences of pre-service teachers in service learning. Key themes include the importance of self-selected books and enthusiasm when reading aloud to children. The presentation highlights the importance of dialogue and partnership between early childhood and secondary educators.

Luci Ponder  
*Year Up*  
lponder@yearup.org

**Results of Using Meditation in the Classroom with 18–24-Year-Old Urban Young Adults**

Year Up is a workforce development organization that trains urban young adults in the field of information technology. I have incorporated meditation in the Year Up classroom for the past few years, and this fall, I will be integrating a daily meditation practice into class. Students will be surveyed before and after the daily practice to determine impact. Grades will also be studied across the meditation class and a control class to determine if there are any significant differences.
Be Instructionally POWerful with POWTOON: A User-Friendly Active and Problem-Based Learning Tool

As educators, we appreciate that student-led instruction and problem-based learning facilitate student engagement and understanding. Integrating these approaches into instruction, however, is not always simple—especially in an online environment. Enter PowToon, a user-friendly application that permits students to develop animated videos with ease. This session demonstrates how to use templates, incorporate audio and add a funky background beat into presentations. We will also review PowToon’s Story Boarding feature. When an instructor presents students with a problem vignette, Story Boarding may aid students’ cognitive organization and prompt their detailed communication. The presenters will describe how they used PowToon within face-to-face and online classes and how their students perceived the learning experience.

The Importance of the Ice Breaker: Creating a Classroom Community in Foundations of Education Courses

In some colleges of education, Foundations of Education courses are students’ first exposure to the pre-service teaching experience. Creating a classroom community is one of the most important aspects of teaching. In the authors’ Foundations of Education courses, community is built from the first day of class through various cooperative and collaborative ice breaker activities, holding discussions of the syllabus and course content until the second class meeting to focus solely on creating a collaborative environment. Furthermore, the author includes students in the facilitation of activities by asking small groups to present cooperative and collaborative activities at a later time in the semester. In this presentation, the authors will discuss specific strategies to create classroom community and examples of student presentations, which could be used at the beginning of a school year, semester, or course to create a collaborative learning community.

Fashion, It’s Debatable: Building Knowledge for Fashion Merchandising’s Core Issues Using Structured Classroom Debates

Many of the topics within the field of fashion merchandising are ever changing and the merit of each has various pros and cons. Current issues including tariffs, fast fashion, and technology require a core basis of knowledge and understanding of the impact on the fashion industry. Using the format of a structured classroom debate, student teams were assigned a question or prompt based on these topics. Teams prepared research which met a reasonable burden of proof, participated in debate practice, engaged in a classroom debate, and completed a personal reflective exercise. While each team delved into their topic and position, students also had an opportunity to hear the various issues and positions throughout each of the debate sessions. Overall, this project developed critical thinking skills and furthered student’s analysis of current topics facing the fashion merchandising industry.

Promoting Intercultural Sensitivity in the Beginning Foreign Language Classroom

Educators of beginning foreign language courses in universities across the U.S. are confronted with the difficulty of promoting intercultural sensitivity and awareness in their classrooms due to their students’ lack of second language/culture acquisition experience (Bloom, 2008, p. 103; Robinson-Stuart & Nocon, 1996, p. 431). Furthermore, many cultural examples found in beginning foreign language textbooks are normally implicit, hard to find, out of date, or are not a true representation of the real peoples and cultures found in the countries where the target language is spoken, which can lead to the spread of stereotypes and overgeneralizations (Kramsch, 2008, p. 123). My presentation will showcase an attempt to address this issue in a German—as-a—foreign-language (GFL) classroom. An authentic ethnographic account of an individual born to Turkish parents and raised in Germany, which was designed, researched, and compiled, with the help of my GFL students, will be given alongside the examples of a fictitious Turkish German character from my GFL students’ textbook (Tschirner, Nikolai, & Terrell, 2016, p. 64). The presentation, thus, offers a model for engaging learners of German in project research and introducing them to the sociopolitical and socioeconomic reality of modern life in Germany (Ehrkamp, 2003, p. 128).
Jennifer Lynberg  
Amber Reilly  
East Tennessee State University/Sarah Moore Greene Magnet Academy  
jennifer.lynberg@knoxschools.org  
amber.reilly@knoxschools.org

**Incorporating Technological Differentiation for Those on the Autism Spectrum Through Embedded Visual Cues in the Classroom**

Using examples from their K–6 classroom environment, Lynberg and Reilly will provide various strategies they use that incorporate visual cues for those on the autism spectrum through the use of technology and embedded instruction within math, reading, and writing instruction. The presenters will provide examples of reading texts that they have used within the classroom that have proven successful and improved student achievement. The presentation will also provide various writing samples from classroom projects that were collaboratively presented in a reader’s theater format using visual cues to support students who have autism.

Leslie Rech  
*University of Georgia*  
lkrech@uga.edu

**Eclectic Tech: Visualization Tools in a Hybrid Early Childhood Education Course**

This presentation will focus on the digital visualization tools Flipgrid, Coggle, Canva, Lucidchart, and Google Slides, used in a hybrid early childhood education course in summer 2018. The instructor, introduced to many of these tools in the Innovation in Teaching and Technology Academy, found visualization technology to foster active learning in a course on curriculum and theory in early childhood education. Some tools worked better than others. A particular focus on an extended mind-mapping exercise with Coggle, illustrates ways students understand, organize, and synthesize information.

Lloyd Rieber  
*University of Georgia*  
lrieber@uga.edu

**Subjectivity in the Classroom: An Update on Lloyd’s Q Sort Tool**

Over the past few years, I’ve been developing a digital tool to facilitate the use of Q sort activities in classroom settings. Q sorts are part of Q methodology, an approach for studying subjectivity among groups of people and first developed in the 1930s. Q sorts are typically administered on paper with analyses taking weeks or months to complete. In contrast, I’ve developed an app to administer a Q sort electronically, with results computed instantaneously. My app can be used in face-to-face and online settings. I’ve also developed an instructional approach for using the Q sort activity in teaching. I spoke about this project at last year’s conference and will be sharing an update of the recent work. This is a good tool and approach for anyone who teaches courses with subjective topics—and what courses do not?

Hua Zheng  
*University of Georgia*  
hua.zheng25@uga.edu

**Using a Cloud-Based Concept Map Tool to Present Understanding of Concepts**

This presentation will instruct participants on using the CmapTools cloud, to construct concept maps to present their understanding of concepts and relationships between concepts on a specific topic. CmapTools cloud is a free cloud-based concept map tool that is easily learned and used to create different types of concept maps. The projects that I have been practicing in my college classroom will be demonstrated. I will also share essential components for a concept map and three criteria for evaluating a quality concept map. At the end of the presentation, the participants will be invited into a discussion of how to integrate the CmapTools cloud and concept maps into their classrooms and curriculums.
Perry Binder  
*Georgia State University*  
pbinder@gsu.edu  

**Using Social Media to Teach Justice Issues with a Teacher’s Passion Project Case**  
Teacher passion is contagious. The goal of this activity is to immerse students in a teacher’s passion project, hoping they may be inspired to follow a cause of their own and participate on social media as an impactful voice of change. In 1987, the presenter’s favorite teacher and son were arrested for unspeakable criminal acts. Both accepted plea deals, believing they could not get a fair trial. Thirty-one years later, an Actual Innocence hearing is approaching, to clear the son of all charges. The presenter corresponds with the son’s representatives, engages the press on social media about case progress, and writes objective articles on the case, hoping for a just resolution. Students are divided into teams, watch the Emmy-nominated documentary, “Capturing the Friedmans,” research the matter on social media, and debate the slippery issues of guilt, innocence, proof, and the meaning of justice—both on social media and in class.

Lisa Diehl  
*University of North Georgia*  
lisa.diehl@ung.edu  

**Academic Activism in the College Composition Classroom: Promoting and Integrating Social Justice into the University First-Year Composition Classroom**  
This course plan focuses on one of the major goals of a liberal arts education: to enhance the individual’s capacity for critically assessing the quality of one’s own thinking and how it may impact others. Students will describe and discuss the concept of social justice; familiarize themselves with recent justice related issues through engagement with news articles and multi-media; thematically explore a range of social justice issues and identify commonalities/differences; understand and discuss the roles played by media (social media, Internet, television, chat rooms, blogs, digital and visual art) in portraying social issues; and promotion of civic engagement and global citizenship through activities that expand/strengthen student knowledge of social justice and current affairs. This approach to composition will empower students to gain a more comprehensive understanding of poverty, privilege, race, and social status through the perspective of others and allow them to examine their own thinking.

Candice Hollenbeck  
*University of Georgia*  
hollenbe@uga.edu  

**Utilizing Technology to Enhance a Service Learning Course**  
This presentation discusses the utilization of new technologies to improve a service-learning course. Teaching innovation experiences fall under four areas: (1) developing connections with organizations, (2) improving service learning in the course, (3) incorporating effective use of technology, and (4) enhancing student learning outside the classroom. The course integrates learning objectives with community service in order to provide a pragmatic and innovative learning experience while meeting communal and societal needs. The service-learning project takes place during the semester. Students learn how to interact with clients, apply their research findings, and provide a meaningful service that positively impacts organizations.

Richard White  
*Atlanta Girls’ School*  
rwhite3787@gmail.com  

**Why Asymptotes Don’t Matter: A Study in What to Study in Mathematics**  
The past few years as a math department chair have led me to take a closer look at what is really important in the math curriculum and in what ways are we really preparing our students for life beyond education. Research demonstrates that education in context best supports girls’ learning. In order to create interdisciplinary lessons and contextual learning opportunities, our department redesigned our math curriculum and our approach to teaching. Join me as I speak on how the Atlanta Girls’ School has taken a closer look at what’s really important to learn in the world of mathematics.
**One-Word Prompt Quizzes as a Way of Assessing Knowledge Gained by Watching an Instructional Video in a Flipped Classroom**

As part of the preparation for a flipped classroom, students are required to watch instructional videos provided. In order to evaluate, monitor and/or consolidate the knowledge gained, instructors use some form of a quiz based on the videos. For the Fluid Mechanics class in the College of Engineering, a new type of quiz is used to assess if students are watching the video and their ability to apply the knowledge gained. When students come to class, they are given a word that is key for that day’s video. Students need to identify the context of the word in the video and explain the use of the term. This process helps students get into the class mindset and encourages them to be mindful when watching the videos. This study proposes to analyze the effectiveness of such an assessment.

**Active Studying**

My senior nursing students complained that they thought they knew the exam material, but did poorly because the exam materials were worded funny. I realized students did spend hours studying, but they were actually trying to memorize the content. As a result, they did not actively study and overestimated how well they understood the material. They could not answer the application and higher level questions on the exam. They were frustrated, and I was frustrated for them and with them as well. This presentation will detail active studying techniques I adopted to help my students understand, retain, and apply course content. I will describe active studying strategies my students complete before, during, and after class as well as before, during, and after exams. Participants will have an opportunity to identify potential barriers and alternatives to using these active studying techniques and their disciplines.

**To Post or Not to Post: The influence of Complete Faculty Notes on Student Attendance**

An informational dichotomy exists in our university classrooms today. Some students ask faculty to digitally post complete presentation notes and materials prior to class. While these materials may benefit some students, others may elect to forgo the class assuming the notes suffice. Research regarding classroom attendance is unambiguous; students benefit from attending class (Credé, Roch, & Kieszczynka, 2010). Using a senior-level class of 50 undergraduate students at the University of Georgia, this research tests the association between complete faculty notes and student attendance. The full dissemination of digitally posted notes prior to class does not statistically reduce overall student attendance. These findings help university faculty members meet the informational needs of students without sacrificing student attendance. Yet, more research is required to expand the sample size and confirm these results on student attendance.

**Writing Test Questions as a Pre-Exam Assignment Significantly Improve Exam Scores**

The effect of writing test questions as a pre-exam assignment on exam performance in undergraduates in a junior-level microbiology course was investigated. Before an exam, the experimental group was asked to write test questions for the upcoming exam as a homework assignment, while the control group was assigned the normal homework. After the exam, a survey was administered to assess the students’ perceptions of engagement, preparedness, and exerted effort. The student-generated questions were evaluated for quality by the researchers. The experimental group and control group were switched and the study was repeated. We found that writing exam questions correlated with a statistically significant increase in an individual student’s overall exam score, particularly the student’s performance on short answer questions. Interestingly, there was no significant correlation between exam scores and reported levels of engagement, reported levels of preparedness, reported levels of effort, or the quality of the student-written questions.
Assessing for Knowledge and Not “Just Because”
Assessments include a variety of activities that teachers use to evaluate student progress and growth on a daily basis. They can be used for placement, diagnosis, to ascertain proficiency, to evaluate academic achievement, or to make instructional decisions. We will concentrate on helping instructors focus on characteristics to better design achievement tests like those given at the middle and end of the semester to determine student learning of main course outcomes. We will illustrate some practices that worked in deciding how best to write those test prompts to ensure clearer student interpretation.

We hope to ensure that the objectives for the course are being met and that the test matches the lessons’ underlying theories of language learning, including but not limited to test validity, which denotes whether the test measures what was taught and how effectively. We will also mention some key safeguards that instructors can take to ensure that their tests are consistent across fluctuations in time and place.

Unconferences as Student-Led Individualized Learning Experiences
Interactions between students outside the classroom are limited, and those occurring do not have any substantial educational element. My goal is to increase students’ engagement with educational process by strengthening course-related interactions and helping students study/review relevant material collaboratively. I propose implementing student-led “unconference”-format class interventions. Unconference is a less structured conference focusing on informal exchange of information and ideas between attendees (student-chosen topics), rather than following structured program of events (vs. instructor chosen topics). For the proposed educational activity, volunteered or selected students prepare short reviews and create new examples on topics they will be explaining to “attendees” of their “unconference” session. Class time is divided into short time-slots with parallel tracks, so that other students can “vote with their feet” and attend sessions on the topics they feel most unprepared for. Essentially, this setup makes each student unconference experience highly individualized and tailored to their learning needs.

A Concept Framework for Improving Metacognition
This session will focus on a concept framework tool for both instructors and students, created to promote meaningful learning for students across two microbiology courses, face-to-face, and online. This tool can be used as a course guide for instructors when approaching new courses or in aligning content with other instructors. For students, concept frameworks provide key course concepts for learning and understanding. Assessments investigated student achievement of learning objectives and metacognitive development. Within this session, you will be able to (1) acknowledge the benefits of concept frameworks, such as improved learning (2) understand the development and implementation process, and (3) have confidence in your own abilities to craft concept frameworks. In this session, personal experiences in developing a concept framework for microbiology courses will be used as an example, but will convey the information in a way that can be easily translated to any discipline.

Using a Peer Evaluation Platform to Flip the Classroom with Case Studies
Many approaches to flipping a classroom exist. This approach is a blended approach that uses a flipped classroom as well as technology to have all students in a classroom actively participating and evaluating each other, while the instructor will receive qualitative as well as quantitative data from all students in the class. One example is for the students to prepare a case study analysis. Half of the student body in the class will become a presenter, while the other half will become evaluators. Each evaluator evaluates and grades one presenter. Next, each presenter will tell the evaluator the quality of the feedback given. Finally, each presenter will complete a self-assessment of the presentation. The software platform can incorporate technology such as Likert scales and clickable rubrics to assign a suggested grade for each presentation.
Breena Brockmann  
*University of Georgia*  
breenab@uga.edu

**Improving Student Engagement with Scholarly Publications: Reading Strategies to Reduce Frustration**

I have found that students report high levels of frustration when assigned scholarly journal articles. To reduce frustration and improve comprehension, I’ve adopted three reading strategies. First, I provide students with “pre-questions” to guide their reading. These questions identify key terms and concepts. Students are encouraged to re-focus on these questions when they find themselves getting frustrated with an article. Next, I strategically divide a reading assignment across two class periods. This allows me to ensure that students understand an author’s method before they read the analysis. Finally, I employ in-class activities that make students responsible for explaining manageable segments of a reading to the class. I typically assign small groups of students a discussion question, give them time to formulate a response, and then ask them to initiate a class discussion of the assigned concept. I’ve found that these strategies lead to more productive class discussions and reduce student frustration.

Shinaz Jindani  
*Savannah State University*  
jindanis@savannahstate.edu

**Assessment: Measuring Cognitive and Affective Reasoning**

The role of reflection in education is not a new adage. As early as 1938, from John Dewey to Donald A Schon to David Kolb, educationists have recognized the role of reflection in the educational process. The Educational Policy and Accreditation Standards of the Council on Social Work Education (2015) purports a holistic view of competence, “that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations” (CSWE, 2015). Given this, various social work programs have included Cognitive and Affective dimensions on existing assignments and rubrics and/or have designed special assignments that directly relate to measuring Cognitive and Affective reasoning. Autoethnography assignment could be one of the innovative best-practices in teaching and learning, as it can be applied to the training of workforce in many health professions. This presentation describes the process of linking espoused theory to theories in action and arriving at a personal practice philosophy.

William Wright  
*University of Georgia*  
wrightwilliam33@gmail.com

**“To Thine Own Selfie be True”: Subvertising with American Transcendentalists**

Situated among growing traditions of critical media literacy, secondary English students participated in the ever-evolving practice of “culture jamming” (Dery, 1993), which, in its modern incarnation, is an attempt to “jam” the signals of omnipresent, mass-media corporations who have overtly and covertly woven these transmissions into our mental environment. To challenge this supremacy, culture jammers engage in a practice called ‘subvertising,’ a portmanteau of subvert and advertising, which refers to the practice of satirizing corporate and political advertising campaigns, essentially using the tool against itself. The aim is to slice through the ruse to relay deeper truths. Students learned to “look awry” (Žižek, 1991) at various advertising strategies, created their own surface-level advertisement posters, and then subverted them using quotations from American Transcendentalists Thoreau and Emerson. Student artifacts demonstrated that when one takes something received and recasts it at a frequency of their own choosing, a newfound sense of agency ensues.

Anne Marie Zimeri  
*University of Georgia*  
zimeri@uga.edu

**Using “Tiny Assignments” to Promote Habits of Mind for a Discipline Using Active Learning and Reflection**

Despite the debate on whether homework is beneficial at all grade levels, modern learning involves students learning course material outside of the classroom in addition to and as a part of the course material. Designing assignments that are of appropriate weight and actively engage students outside of the classroom may be an effective way to deliver course material. Many courses are challenging to learners because the course material is ripe with concepts that students find difficult relate to their daily lives. Here, “tiny assignments” are shown in a formulaic design and can be of interest in a broad range of courses. Each assignment has a mixed method of a task away from the computer and some online reporting. These assignments (1) have the students actively doing something outside of class and (2) have them document the activity by composing reflection on the activity as it relates to the big picture.
PlayPosit

Maximize Student Engagement

Discovery based learning at its best. PlayPosit’s focus is on increasing learner outcomes. Because of this focus, PlayPosit robustly supports instructor utilization and workflow.

Why Choose Us?

Learner-Instructor Interaction
Students can respond to questions meaningfully with audio, photo based, video based and other contributions. Each student then receives hardwired video/audio or text based feedback from instructors. Personalized pathways allow for students to get the support they need from instructors automatically.

Peer-Peer Interaction
Threadable discussion boards and polling surveys where students can post embedded videos, images, audio files allow students to share observations with their class and feel like they are learning alongside their peers.

Learner-Self Interaction
Students can respond to questions meaningfully with audio, photo based, video based and other contributions. Each student then receives hardwired video/audio or text based feedback from instructors. Personalized pathways allow for students to get the support they need from instructors automatically.

Contact Us
832-858-7299
www.playposit.com
maryam@playposit.org
BUNDLE P
MODERATOR: MILLER BARNETT

PLAYING TO LEARN: COMING TO KNOW REACTING TO THE PAST AS A HIGH IMPACT PRACTICE FOR STUDENTS AND FACULTY

Reacting to the Past (RTTP) is a student-centered pedagogy that provides college students and faculty unique learning and teaching opportunities. At its core, RTTP is a game-based pedagogy examining some of the most conflicted moments in human history. The excitement and growing national interest in RTTP is partially facilitated by anecdotal narratives of successful faculty practice shared via conferences and communities; however, the RTTP concept is built upon an exemplary theoretical and scholarly foundation, and RTTP’s effectiveness in practice is being examined and confirmed through emerging empirical inquiry. Hagood and Norman will highlight their work in: creating and implementing faculty development programming on course (re)designs; constructing faculty development partnerships; and, contributing to regional and national curriculum reform efforts. Hagood and Norman will also share findings from their research examining this pedagogy designed to maximize student learning and faculty efficacy.

AN EXPECTANCY X VALUE MODEL OF MOTIVATION FOR ONLINE LEARNING

Motivation is a well-recognized problem in online education, from the college level on down. Quite a few students simply fail to complete online courses; in fact, estimates of the “dropout rate” in online higher education range from 10-20% higher than for comparable FTF courses to as much as six to seven times higher (Christensen & Spackman, 2017). Other students finish their courses by just “checking the boxes,” without real engagement, and therefore, without real learning. The latest received wisdom is that online education is appropriate only for “some students,” i.e., those who are highly motivated and more “self-disciplined” (Gaytan, 2015). But perhaps the fault lies not in the students, but in the usual online course? This presentation uses a current expectancy-by-value motivation model to look at why online learning may typically be less motivating for students, and what we as instructors can do about that.

SCREENCASTING AWAY TRADITIONAL ELEMENTS OF THE CLASSROOM

A screencast is a digital recording of a computer screen that often contains audio. Software developers originally used this technology to explain how to use software features, but it was adapted by educators to record their lessons by using the computer screen as a virtual whiteboard. In this talk, we will discuss our use of screencasts to remove traditional elements from the classroom to YouTube at https://www.youtube.com/user/drprice765, such as covering homework problems, holding review sessions, and lecture. This technology has provided us with a way to free up time in the classroom for active learning, increase contact time with our students virtually, and shift the focus of the classroom from lecture to student-centered learning activities.

WHAT IF I TOLD YOU THAT HISTORY COULD BE FUN?

Ninety-nine percent of the 3,000 or so students who take the U.S. history survey each year are non-majors. The classes are usually large lectures with 200-300 students. As I teach these classes, I face two challenges. The first involves getting students to care about a required course. The second obstacle is to get students who expect a passive lecture environment to embrace active-learning. As a participant in UGA CTL’s 2018 Active Learning Summer Institute, I completely redesigned Hist 2112: U.S. History since 1865, with the goal of addressing these two issues. The course introduces large themes of U.S. history through four pop-culture phenomena: baseball, movies, television, and hip hop. Furthermore, it makes active learning immediately relevant by using scaffolded exercises that teach students the historical method and build toward larger assignments. I am hopeful this two-pronged approach encourages students to embrace the history requirement.
Juman Al Bukhari  
*University of North Georgia*  
jsalbukhari@ung.edu

“My Notebook is Yours, and Your Notebook is Mine”

Research regarding the effects of technology on language learning has shown that technology use and computer-assisted language learning can facilitate learning a second language via various tools (Zhao, 2003; Grgurovic, Chapelle, & Shelley, 2013; Taylor 2013). Thus, I incorporate iPads and Apple TV in my approach to teaching in order to enhance students’ engagement, facilitate work in groups, and boost students’ motivation. To diversify the material, students use their iPads to access authentic texts, audios, and videos, and oftentimes too they interact on social networks with native speakers. Students feel more inclined to take notes and collaborate through OneNote, a shared document in which they use their iPad and Apple Pencil or Stylus to create lists of new words and form sentences in virtual documents available to the entire class. In addition, they also write compositions in their respective (private) notebooks on OneNote, to which only I, the instructor, have access. Also, students view their work on the screen via Apple TV, which I implement in the classroom for peer reviewing and editing.

Maria Arango  
*Universidad EAFIT, Colombia*  
salome.arangobu@gmail.com

Socioeconomic Analysis of Undergraduate Students in Economics and its Relationship with Academic Performance, 1995–2017

According to the literature, the education achievement of an individual is explained by several socio-demographic factors besides their initial ability, such as the parents’ education level, age, gender, number of siblings, socioeconomic level of their household, and type of secondary education (public v. private, co-ed v. single-sex). An investigation was carried out at Universidad EAFIT (Medellin—Colombia) using the information from the economics undergraduate program from 1995 to 2017, in order to explore how much of the academic performance of its students could be explained by said characteristics. This shows that there is a correlation between the evolution of the academic performance and the initial socioeconomic conditions (at an individual level). Given a desertion level of 44% and a very heterogeneous performance on quantitative areas (Mathematics 1, Statistics, Econometrics), the analysis results allow us to propose solutions in order to improve the students’ performance.

Brian Haas  
*University of Georgia*  
bhaas@uga.edu

The Positive Impact of Multicultural Experience in and out of the College Classroom

A fundamental goal of higher education is to provide students with new experiences and increased employment-related opportunities. The world as a whole, and the majority of workplaces, have become increasingly diverse in terms of multicultural and ethnic backgrounds. It is therefore paramount that educators facilitate the way college students thrive within diverse multicultural contexts. This presentation is designed to share empirical evidence demonstrating how multicultural experience affects student learning and growth. College students have access to multicultural experiences through international experiences, such as with study abroad, and through experiential learning activities at their home, domestic institution. A review of available studies on the impact of study abroad on improved cultural awareness indicates that study abroad often results in measurable improvements in student’s cultural awareness. Practical examples of teaching techniques will be outlined and ideas for future research will be discussed.

Charles Katal  
Timothy Burg  
*University of Georgia*  
ckutal@uga.edu  
tburg@uga.edu

Using Peer Learning Assistants in Gateway Courses

An increasingly popular strategy for creating an active and collaborative learning environment in undergraduate courses involves the use of Peer Learning Assistants (PLAs). Typically, PLAs are undergraduate students who previously succeeded in the course and then receive training and guidance, both in content and pedagogy, to help current students succeed. For the past two years, the Board of Regents has sponsored a pilot project that involves UGA faculty members in several STEM (science, technology, engineering, mathematics) departments working with PLAs to improve student outcomes in selected gateway courses. This presentation will summarize the successes achieved and challenges encountered in this project and offer recommendations for sustaining a robust PLA program at UGA.
BUNDLE R
MODERATOR: KARI SMITH-MURPHY
ROOM C

Sam Beck
Wake Forest University
becksl@wfu.edu

Gameful Learning, Flipped Format, and Technology Integration in a Required Professional Development Course
Our professional development course is required for all junior year business majors. It includes career management, business communications, and workplace transition. Challenges include the pass/fail designation and greatly varying levels of student experiences/competencies entering the course. Implementing new course elements greatly increased student learning, student engagement, self-efficacy, and student satisfaction. The flipped format allows students to gain information as needed (interview skills prior to an interview rather than on the prescribed syllabus date), provides critical course material even if students miss class, and mirrors future workplace learning. Class sessions are used for activities and practice. Gameful elements include student selection of over 25% of course content based on their professional assessment/goals, unlocks, scoreboards, badges, and GradeCraft technology. The fillable workbook is submitted online weekly and helps students organize and retain information for future reference. These concepts are applicable to almost any course as well as career development and co-curricular learning.

Catalina Gomez
Universidad EAFIT, Colombia
cgomezti@eafit.edu.co

Teaching Microeconomics using Excel
The microeconomics course for the undergraduate in economics at Universidad EAFIT, is taken by the second semester students. In this course, the students must learn about supply and demand, interventions of the government in the market, elasticities, consumers choice theory, cost, and production theory (short and long run) and market structures. In this course, the innovation consists in that at the same time, students apply the classical mathematics processes to solve a problem set, but also all the problems are done using excel, Harvard Cases (or any applied case) and an application of a real case for each unit. Using different ways to solve the same problem, the student uses different intelligences (technological vs mathematical) and in this way, the learning process is stronger, while at the same time is developing soft skills.

Holly Hawk
University of Georgia
hrhawk@uga.edu

Bridging the Gap Between Understanding and Experiencing Technology in the Accounting Classroom
In today’s higher education environment, students are continually exposed to various technologies, and the purpose of introducing these technologies varies from classroom to classroom. Specifically within accounting, students will need to learn about and engage with technologies that help them examine and analyze large datasets. With the frequent emergence of new technologies, it is pertinent that today’s student be able to adapt to new technologies and understand the efficiencies gained with newer technology. In my current graduate accounting information systems course, students gain hands on experience with learning about, engaging with, and analyzing the same dataset through two different technologies. Students then compare the technologies by reflecting on their experiences and engaging in small group and classroom-based discussions. The purpose of this case study is for students to experience familiar and newer technologies, as well as critically think about the efficiencies gained and how newer technologies will benefit them in the future.

Kyle Vanderniet
University of Georgia
clyguy@gmail.com

Collaborative Approach to Excel-lence
Excel is a crucial skill for many discipline, but instruction in this skill is frequently overlooked or insufficient (Rosenberg, 2015). Explicit lecture-style instruction has been shown to have the lowest rate of retention in students (Miller, n.d.; Lalley & Miller, 2005). In a series of excel lectures, students were engaged in a collaborative experience where they provided the data, determined the goals, and worked together to learn the skills required to achieve those goals. By being integral to the process, the students felt engaged and were able to successfully apply the newly learned skills in an assessment exercise at the end of each installment. Additionally, the students were able to retain the skills and apply all of them in a final, cumulative assessment exercise. I also administered an evaluative survey of the instruction method which showed an overwhelmingly positive experience.
Hashtags and Pins: Impacts on Education

My presentation is focused on professional use of hashtags and pins and their impacts on education. I will share the initial findings of my research as well as background on the innovative topic which seeks to fill a large gap in the literature. Of the half a billion tweets posted each day, 4.2 million are related to education. 1.3 million pins related to education are collected on Pinterest daily. As digital natives become the more norm in the world of educators, are textbooks and printed professional resources becoming obsolete? If so, how do we as teacher leaders and professors of education traverse this new landscape and help our students navigate?

Fingerprints Upon My Heart

Have you ever been at a loss of words or what to do when dealing with an unexpected arrival of the loss of a loved one? The topic of grief is a challenging one and often takes an unlimited amount of time to even come to terms with. Even as adults, we struggle with returning to some sort of normalcy. Imagine how a child must feel when losing an important figure early on in their lives. The presentation tackles a subject touched on in Oliver Jeffers, “Heart In A Bottle,” and expands on it and even takes it a step further by applying it towards interactions with children. The purpose of this proposal is to outline how we can find closure and healing through interactions through one another, especially those with children. Through those interactions and positive actions, we can build a lasting legacy in remembrance of those we lost.
Scavenger Hunt: Utilizing Resources that are Available on Campus

Many students struggle in a college level mathematics course, and, in some cases, are afraid to ask for help. To increase awareness of the resources that are available to them, students were presented with an activity during the first week of the term that required them to locate several places on campus where help is available. In this session, the audience will be presented with the reasons for engaging students with this activity along with the methodology used. Finalized activities completed by the students will also be shown.

An Examination of the Effect of Need-Supportive Instruction in Learning Circus Skills

The purpose of the study is to compare the effectiveness of psychological need-supportive instruction (NSI), mixed instruction (NI), and need-depriving instruction (NDI) on college students’ psychomotor performance, motivation, and affects. It is hypothesized that the results will follow the theoretical postulations of the Self-Determination Theory (SDT), with NSI leading to positive, NI to neutral, and NDI to negative student outcomes. To improve the quality of PE, it is important to examine how teachers’ instructional strategies may facilitate or compromise student learning. This study is guided by the SDT that postulates that nurturing three psychological needs (competence, autonomy, and relatedness) will lead to self-determined motivation which, in turn, will lead to positive psychomotor, cognitive, and affective outcomes. Up to date, only a few experimental studies have tested assumptions of SDT in PE contexts, and none of them have focused on psychomotor performance — a key aspect of PE.
Specifications Grading in Chemistry at Georgia Gwinnett College
Mary Beth Anzovino
Mai Yin Tsoi
Omar Villanueva
Georgia Gwinnett College
manzovino@ggc.edu

Specifications grading is an assessment strategy based on mastery learning, clear learning objectives, and frequent evaluations/feedback. We present how this strategy was implemented in general and organic chemistry courses at Georgia Gwinnett College. Each course’s content was broken down into core skills and knowledge, and students could earn multiple opportunities (with some limitations) to demonstrate mastery of these objectives. Students’ course grades were based on the number of objectives mastered; this setup enabled the students to effectively “control” their grade in the course. We will present lessons learned about the practical day-to-day management of a specifications grading course and share preliminary findings about impacts of specifications grading on DFW rates.

Simulate to Stimulate... Before it’s too Late
Josephine Bou Dagher
University of Georgia
jb77465@uga.edu

The “new” students of today, or the “digital natives,” as coined by Marc Prensky (2001), are “native speakers” of the digital language of computers, videos, and simulations. Unlike our technologically fluent students, technology for today’s education leaders is their second language. As technology evolves, so must the skill sets of those who use it in science, technology, engineering, and mathematics (STEM) education. It is a sad reality that despite the presence of free online simulations and videos, many college-level classes are still taught almost exclusively using a lecture format. Undergraduate students in the STEM field still have limited engagement and lack of student-centered learning opportunities. This presentation will describe the availability and use of free online simulations and videos in large classes to stimulate student active learning and enhance student engagement inside and outside class. This will explain how “digital immigrant.” STEM educators can use the engaging and “stimulating” features of educational technology to bridge the gap between our “digital natives and immigrants.”

Student Learning During 21st-Century Field Work: Mapping Georgia’s Built Environment with Innovative Technologies
Laura Kviklys
University of Georgia
lkviklys@uga.edu

The FindIt program began in 2002 to provide data to the state Historic Preservation Office (HPD) by teaching students to identify and document cultural resources in Georgia. In traditional historic resource survey work, students identify potential cultural resources using USGS base maps, physically locating them by driving unincorporated portions of a county. This methodology developed by the National Park Service (NPS) is time consuming, cumbersome, and susceptible to human error. Recently made available through a statewide initiative, Computer Assisted Mass Appraisal (CAMA) data is tax assessor information which includes a building’s date of construction, and GPS coordinates. FindIt, in partnership with Information Technology Outreach Services (ITOS) at UGA and HPD, is developing a 21st-century historic resource methodology using CAMA data to identify parcels with historic structures. Students are able to use existing technologies, such as GoogleEarth, to remotely capture historic resource information and enter it directly into Georgia’s Natural Archaeological Historic Resource GIS (GNAHRGIS), the state’s clearing house for cultural resource information.

Challenging Students to Use Data Visualization Software in a Gen Ed History Course
Jared Poley
Georgia State University
jpoley@gsu.edu
jryoung@gsu.edu

Students in online introductory-level history courses at Georgia State University are now being challenged to make sense of historical datasets using Tableau, a powerful data visualization software. In their presentation, Poley and Young will describe a world history assignment in which students analyzed plague outbreaks over a six-century period and then created a series of charts and maps that they assembled into a larger presentation. Poley and Young will reflect on the challenges and rewards of designing and deploying these kinds of student projects in the classroom, as well as the ways in which such projects fit into a campus initiative emphasizing career readiness for graduating students.
Preparing Mathematics Teachers for the Technology of the Future

Change is a ubiquitous characteristic of technology. Teachers today use a wide variety of technological tools that were not available 20, 10, or even five years ago. Thus, the technologies to which we introduce prospective teachers may be obsolete even as they enter the classroom. In this presentation, I will share how I attempt to introduce technological tool use to prospective mathematics teachers in ways that prepare them to choose and adopt new technology in productive ways, focusing on how the technology helps them teach mathematics better rather than simply focusing on the latest fad in technological innovation. Positioning ourselves as learning to use technology together has proven effective as we prepare for future technology use.

Connecting Math and Reading: An Interdisciplinary Project

To prepare future elementary teachers, I used an interdisciplinary study project from an elementary methods course. Future elementary teachers are required to integrate a book into one of their mathematics lesson plans, implement the lesson, and evaluate it. In order to do that, they have to choose one book that is related to their mathematics standards, create problems, and anticipate questions to support and extend students’ mathematical thinking. This project also involved analysis of students’ mathematical thinking prior to creating problems to meet not only content standards, but also process standards from their methods class. This is a great opportunity for future teachers to approach mathematics and reading together. Future teachers’ evaluations of their lessons show that students are more excited about working on mathematics problems in conjunction with reading and use a greater variety of strategies during the lesson.

Learning by Leading: Using a Leadership Model to Co–Create with UGA Students

The State Botanical Garden of Georgia is a launching a new student engagement program called Learning by Leading, L*L@UGA. Join Cora Keber, director of education, as she dives into L*L@UGA leadership ladder model explaining how students have the opportunity to turn their coursework into hands–on experiential learning. The L*L@UGA program will grow a leadership community for University of Georgia students. Learning by Leading provides students a combination of leadership skills and real–world experience to help address the earth’s most important environmental issues while working directly with faculty and staff mentors that will guide the student’s experience and interest. By working as part of a team and assuming increased responsibility over time, students will develop ties to staff and professional mentors and create opportunities for advancement through technical, interpersonal, and conceptual skill development. This program was funded in part by one of two Innovation Experiential Learning Grants awarded through the VP Office of Experiential Learning.

STEM Across the World with the ARTS

Students traveled across the world through the ARTS with STEM. STEM Across the World is making a difference, one student at a time. We use professionally developed educational materials and everyday resources to ensure that students receive an opportunity to reach their true academic potential. Our comprehensive curriculum, along with other services, offers a wide array of courses for every grade level, K–12. STEM Across the World offers online, onsite, and blended learning packages. We provide an award–winning, researched–based online program that will engage and inspire any student. In order to equip children for a successful future. STEM Across the World ensures that every student is learning the appropriate age or grade level material, while exploring the world through the use of STEM.
Developing Animated Videos for Government Training

In this presentation, we discuss the development and implementation process of animated videos for online government training at the Carl Vinson Institute of Government. Considering that animations can increase learner engagement and motivation through the use of a variety of media (Makarius, 2017), videos were developed using the GoAnimate platform for a course about internal controls. This material was created to illustrate internal control concepts and potential deficiencies in a practical and interactive manner. This talk includes a brief demonstration of the main features of GoAnimate, an overview of how the videos are used to introduce content and guide learning, and suggestions for enhancing meaningful learning using animated videos in other training contexts.

The Invisible Skill? Using Active Learning Exercises in Class to Strengthen Students’ Advanced Reading Skills

Reading is often viewed as an “invisible” skill, making it challenging to address in a college classroom. Yet it is fundamental to disciplinary thought. Inspired by the “signature pedagogies” conversation, I wanted to find ways to make more visible in my classroom what I do when I work with readings. This gave rise to several questions: How can I make reading practices in my discipline more transparent to students? How can they develop the habits of mind necessary to link this reading to disciplinary thinking? In fact, how can students be held accountable for doing the reading in the first place? This article reflects on how I placed reading at the core of my class design. I go through the seven types of in-class active learning exercises that I used most frequently to allow students to engage with the readings and to make the “invisible” skill more visible.

Algorithms Enter the Literature Classroom

The relations between literature and computational modeling are now well established. From the mathematical games of the literary group OuLiPo (which explored the potential of computer-mediated textuality) to the Stanford Lit Lab (which promotes literary analysis through big data computation) and to the recent rise of digital humanities, interest in the role of new technology to produce and understand narrative forms is increasing. How can literature courses address these developments, when neither professor nor students are trained in computer science? This talk explores various strategies, including the analysis and creation of AI-generated narratives, to introduce students to new avenues and possibilities for the interdisciplinary study of literature and technologies.

From Pages to Prototypes: Frankenstein and Design

“Frankenstein and Design Thinking” will be a presentation on how to use design thinking in an English classroom. During the presentation, I will explain how I use the design thinking process to encourage my students to think more deeply about characters and themes in Frankenstein. During the second half of the presentation, I will share ways that I reinforced essential skills throughout the process to move from surface learning to deeper learning. At the end of the presentation, attendees will have time to ask questions and view some of the prototypes my students created. One other component I will share with attendees is the importance of having students reflect on their engagement, their own thinking, as well as the entire design thinking process throughout the project.
Present wirelessly in any room on campus.

Everyone on campus should have a simple and completely wireless way to present their device screen. Ditto offers students and staff the best way to display devices on the big screen in any lecture hall, classroom or office.

Ditto is easy to use. It's easy to manage. It's a hit at schools across the country. Simplify how your school connects and collaborates.

No cables or adapters needed
Connect in seconds
Unlimited users
Cost effective
Works with many device types

Visit www.goditto.com to begin your 30-day free Ditto trial today.
Adam Bousum
Middle Georgia State University
adam.bousum@mga.edu

The Evolution of a Lesson: Iterating on a Gamified Exploration of Ecological Principles

While all living things have an instinctive understanding of some aspects of biology, many concepts require further explanation and definition in the classroom and practical demonstration in the laboratory. When it comes to larger-scale ideas of ecology and the interactions between living things and their environment, it can be difficult to truly grasp the effects of multiple organisms competing for the same resources, as well as adapting to their own environments over time. To aid in the learning process, gamification can be a powerful tool, sacrificing the complexity of reality for a set of rules, where there can be clear winners and losers. In my work to help make the teaching of ecological principles fun and approachable, I’ve gone through multiple game iterations, each time taking advantage of student feedback to improve and simplify the experience, and have noticed changes in student strategies as well as unintended verisimilitude in unexpected ways.

Chandler Bridges
University of North Alabama
cbridges3@una.edu

Engaging Students in an Online or Blended Classroom

This poster shares “best practices” for engaging students in both blended and online classrooms. Topics discussed include creating engaging discussions, fostering student collaboration, and Learning Management System (LMS) setup. The discussion includes further results of the research and educational implications.

Donald Chambers
University of Georgia
donald.chambers@uga.edu

Peer and Case Assessment in an Active Learning Classroom

In our Introduction to Entrepreneurship course we have re–designed content delivery to include a new array of active learning techniques developed at the UGA Active Learning Institute. Our student inclusive format includes instructor videos that students comment on, student–led presentations, in–class group exercises, and the use of peer review software. Some in–class activities include having groups discuss a business problem and actively debate alternatives with other peer groups during class time. Our capstone class end–group project includes having students identify and interview a local or regional entrepreneur and then describe their story in a case format like the case formats used for in–class discussions. When presenting the project, student teams lead the class in a discussion of alternatives, after offering sufficient background material, often ending up in a “vote” on best option prior to revealing what actually occurred.

Amanda Deaton
University of Georgia
abd57056@uga.edu

Teaching Complex Concepts Using Differentiated Instruction in Google Classroom

In this mini–unit, students use a combination of direct, independent, and discussion–based instruction to explore deeply complex ideas in a secondary classroom. The lessons are housed in Google Classroom and include resources from Common Lit, YouTube, and Jim Burke to introduce the concept of Plato’s “Allegory of the Cave.” Students then deepen their understanding of the complex topic through self–directed analysis of fiction, non–fiction, art, film, music, or poetry, using a dual–entry journal template to document their insights. Finally, the mini–unit ends with a class discussion in the style of a Socratic seminar, contrasting Plato’s “Allegory of the Cave” to a major work of literature we have studied in class.

Amanda Ferster
Bowen Wang
Ziwei Zhang
University of Georgia
aefers@uga.edu
bowen.wang@uga.edu
zz32025@uga.edu

The Impact of a Negligible Penalty on Students’ Inclination to Use Cognitive Supports During Assessment

This descriptive study explores advanced students’ use of metacognitive strategies during learning and their preference regarding the availability of aligned cognitive supports during assessment. The authors discuss the impact of a perceived penalty, in the form of a minimal grade reduction, has on students’ desire to ultimately use a cognitive support during a course assessment. The results are discussed within an instructional context—should educators try to minimize the discrepancy between desired supports and those that may facilitate student learning?
Skype in the Classroom: A Global Approach to Learning

Skype in the Classroom is a web-based communication tool used to transform traditional classrooms into 21st-century learning spaces. A webcam and the internet connects students to scientists, park rangers, teachers, and other students from all over the world in seconds! Students in my classes have learned Cold War spy techniques from students in China and the ecological beauty of Yellow Stone Park in the western United States from its park rangers. Recently, a Portuguese teacher ignited a passion in my fourth graders to tackle global challenges such as plastic pollution, the loss of biodiversity in our world’s oceans, and the need to promote sustainable practices for the environment. Skype in the Classroom promotes global citizenship, STEM experiences, and brings the world to students one live video chat session at a time.

Let’s Get it Started!

Job well begun is half done—getting online students off to a good start in online courses is crucial to their success. Develop a “Getting Started” area in your online course management website to lead students step-by-step through the essential information they need. An exhaustive syllabus is vital, but do students actually read it? Breaking down syllabi information into its essentials with active links for additional information gives your student bite sized blocks of necessary information on demand in one easy to find area. With a well-designed “Getting Started” area, students learn where to find the answers they need throughout the semester, which cuts back on course management questions, so you can then focus on the subject matter that you love to teach!
Layering Instructional Strategies to Stimulate Flexible Thinking

In creating 3D science content lessons for grades K–5, it is important for students to have opportunities to process what they are learning. Layering instructional strategies addresses the need to truly assist students in internalizing their understanding. Through the lens of IB and STEAM, I began experimenting with layering various compatible strategies to stimulate flexible thinking. Initially, I created a PowerPoint to guide the 3D model lesson for second grades science standards using the New American Lecture (NAL) strategy. I replaced the “I wonder...” from NAL with three Metaphorical Expression opportunities and provided an assessment for teachers to use as they needed.

Innovative STEM Teaching through Active Learning Designs and Strategies

In order to improve the quality of undergraduate education in the STEM disciplines, we enhance instruction by introducing innovative, active learning designs and strategies into targeted mathematics courses that STEM students encounter in their studies. Differential Equations, Linear Algebra, and Applied Mathematics are sophomore/junior/senior level courses that are highly suitable for enrichment by incorporating active learning through advanced critical thinking techniques, inquiry–based learning, and discipline–based modeling projects that utilize the mathematics learned in the course and apply it to projects in various STEM disciplines. Projects are discussed and presented in class, and several are selected for the Annual Math Awareness Day Conference poster presentations. As a result of these in–class research project modules, a significant improvement in the quality of student work and student conference presentations has been seen.


The Financial Experiences Activity adds “cultural humility” to financial planning and consumer economics coursework. The activity encourages students to select an identity that is different from their own. Examples include being African–American, being Latinx/Hispanic, being an older adult, and being LGBT. They will then read a pre–selected article discussing a unique financial challenge faced by people with that identity. The students include upperclassmen in a consumer protection class and graduate students in a financial planning analysis course. Then they will respond in a 500–word reflection paper. The researchers will use narrative analysis to explore what students learned and how they plan on using the knowledge in their future practices. Co–authors include Diann Moorman, Kenneth White, Kimberly Watkins, Timi Jorgensen.

Alexandra Kurepa
North Carolina A&T State University
kurepa@ncat.edu

Jessica Parks
University of Georgia
jmparks@uga.edu

Kimberly Janz
Sawyer Road Elementary School
kjanz@marietta-city.k12.ga.us

Three Athens locations:
Downtown, Eastside, and Timothy Rd.

Open 7 days a week for lunch and dinner starting at 11 a.m.
Productive Negativity in Game-Based Learning of Science Education: Formative Assessment in Practice

Whilst formative assessment in science education demonstrated remarkable success in measuring student learning (Black & Wiliam, 2009), affordances in game-based learning can offer a more detailed look at how learning can occur with assessment items. We make a case for considering productive negativity in the context of assessment in science learning. By analyzing data from serious educational games designed for elementary science learning, we look at how offering students the opportunity of multiple attempts on assessment items influences learning outcomes. The students who demonstrated the most growth from pre-test to post-test had a significantly different number of attempts in content-relevant chapters compared to those whose performance decreased. The preliminary results of this study add to the greater body of literature that demonstrates the efficacy of formative assessments in measuring student understanding of science content and makes a case for one way of understanding the learning that takes place through formative assessments.

Evan Lampert
University of North Georgia
evan.lampert@ung.edu

Student Performance and Response to a Seminar-Based Evolutionary Biology Course

Teaching and learning literature has clearly indicated that lecturing is an ineffective pedagogy compared to more active practices; however, many faculty may be hesitant to pursue active learning because students may evaluate such courses more poorly. In 2017, I taught Evolutionary Biology, a senior-level course, using a seminar model. In this model, I spent the first three days of the semester with a “boot camp,” in which I lectured using PowerPoints to introduce key concepts. The remainder of the course was focused on student presentations and discussions about primary literature in evolutionary biology. Student performance on the presentations was mixed; however, all students provided positive feedback about the course structure. The majority indicated a seminar is more beneficial than lectures. Students indicated that the “boot camp” was the least preferred aspect of the course, and indicated that Cell Biology and Ecology would be interesting courses to teach as seminars.

Alex Lowrey
University of North Georgia
alowrey@ung.edu

Using Assessment of Student Attitudes and Learning to Guide Changes in an Undergraduate Health Professions Microbiology Course

Conducting an active-learning project, such as a research study or a community service activity, provides a student with valuable skills and experiences outside of regular class hours. Unfortunately, doing such a project can pull students away from exploring other options and doing several such projects places a burden on the student, especially during truncated summer semesters. To provide for more learning opportunities, students were assigned six homework assignments applicable during any given semester. These assignments included an analysis of health statistics, evidence-based medicine, analysis of lab data using spreadsheets, developing graphs and tables from data sets, community service, and virtual shadowing. Students were given an opinion survey and assessment test after completing the last assignment. Results revealed strong student support for all assignments and learning gains in some areas, but also revealed a need for further development in some assignments to improve student performance over the entire set of learning experiences.

Deb Marciano
Valdosta State University
dlmarciano@valdosta.edu

Consider Using Children’s Picturebooks to Enhance Creative and Critical Thinking

Children’s literature provides cross-curricular opportunities to engage students of any age to think outside the book. Utilizing this genre as a teaching strategy can: enhance visual thinking, provide learning through visual representation, expand typical classroom written responses, and add a new dimension and multiple perspectives to content. Picturebooks are enjoyable and relaxing, foster new perspectives in student thinking, inspire discussion, deepen observational skills, and provide multiple methods of responsive expression. As a pedagogical tool, picturebooks are multimodal texts, therein relying on readers’ attention to illustrative details (design, layout, and composition) and text (vocabulary, word choice, style, etc.) to create meaning. This poster session will demonstrate samples of children’s picturebooks, which can be used at any level to stimulate possibilities in creative and critical thinking. The books presented in this session will engage participants in innovative ways to incorporate academic content objectives and standards across disciplines in university classrooms.
Sonya Martin
Da Yeon Kang
Seoul National University, Seoul, Republic of Korea
sonya.n.martin@gmail.com
diane911219@gmail.com

**Promoting Inclusive Science Teaching for Special Education Needs (SEN) Students through Innovations in Pre-Service Science Teacher Preparation**

This study presents an approach to pre-service science teacher preparation aimed at expanding teachers’ knowledge about Special Education Needs (SEN) learners and about effective pedagogical strategies for accommodating SEN learners in science. Incorporating experiential learning opportunities coupled with autobiographical reflections, this course also supports teachers to critically reflect on their beliefs about SEN students as science learners and to consider their role and responsibility for making science accessible for all students. Findings from a 15-week course, designed and implemented to support pre-service science teachers to expand their awareness about the need for inclusive science classrooms is provided. Additionally, as this research was conducted in the Republic of Korea, the presentation provides some insights into the challenges of preparing science teachers to consider the needs of SEN learners in a context where special education issues is just emerging as a concern for general teacher preparation and research.

Jessica Parks
University of Georgia
jmparks@uga.edu

**Ready-to-Rent: Active Learning Strategies for a Housing Program in an Informal Classroom**

The purpose of the Griffin Housing Authority Ready-to-Rent program is to prepare tenants for future leasing. It is a three-hour long, six-week program in an informal classroom setting. Topics include credit-building, understanding tenants’ rights, budgeting, handling disputes, and understanding leases. The focus of this poster is to share the innovative techniques used to revamp the program. The classroom activities focused on practicality, active learning, and relevancy. Participants will complete activities (e.g., pulling their credit report and completing a roommate agreement) to help them prepare for future leases. Active learning techniques include role-playing exercises, class discussions, and flipped classroom readings. Additionally, the program will focus on information relevant to Griffin, Georgia, by incorporating case studies based on local events. Velma Zahirovic-Herbert is a co-author on this project.

Darius Phelps
Clayton County Public Schools
dphelps@uga.edu

**Safe Haven and Self-Love: Finding Solace within Your own Classroom Walls**

Mental health and wellbeing is an important aspect of teaching that is often overlooked. During my first two years of teaching, I worked non-stop like the energizer bunny. As a result, I suffered both a physical and mental breakdown that ultimately taught me how to love myself through interactions with my children. If it weren’t for them, I would have stopped teaching altogether.

Abha Rai
University of Georgia
abha.rai@uga.edu

**Feminist–Teaching Style: Being Self–Reflexive Within Classrooms**

Engaged learning can take place by being self–reflexive. In the scoping review about “feminist teaching strategies” that I performed along with a colleague, I learnt that being self–reflexive is an important feminist teaching strategy. Being self–reflexive allows us to be aware of our actions. How can one do this? There may be multiple ways of doing so, but I choose to do so by maintaining a journal. I make notes after every class, so that I can ponder upon every dialogue that stood out to me. I encourage my students to do the same. They maintain weekly journals that help them reflect on the in-class content as well as utilize prompts that help them connect the content to their day-to-day lives. Even during class, we engage in self–reflexivity to pause and process our conversations, which allows for a holistic learning experience.
Edwin Sperr
Amy Baldwin
AU/UGA Medical Partnership
esperr@uga.edu
baldwina@uga.edu

Using Improv to Develop Communication Skills for Medical Students

Strong communication skills are essential for clinicians, and clear and confident self-presentation is important for medical students. Techniques of improvisational theater have been adapted for use in many classroom settings, and its use specifically in the health sciences to improve communication skills has been reported by several investigators. We describe here a short workshop series designed to apply this model to the context of a student-led organization to improve communication skills.

Erinn Whiteside
Alicia Davis, PhD, BCBA
University of Georgia
erinnwhiteside@gmail.com
davisa@uga.edu

A Teacher's Toolbox: Learning and Assessment through Application

Students are traditionally assessed through formal examinations. In this project, students in a special education teacher-prep program participated in semester-long learning and assessment by applying knowledge to a case-study classroom, rather than participating in regular exams. Throughout this project, students applied content from the course to a made-up classroom scenario, planning for student learning, weekly schedules for students and staff, and adapting an alternative assessment, ultimately ending the course with a “toolbox” for future classrooms of their own. Before and after the project, students self-reported perceived feelings of preparedness in performing 13 learning objectives that were specifically targeted throughout the project. Average scores increased from 2.7 (“unprepared” to “unsure”) to 4.6 (“prepared” to “very prepared”), and when asked “What assignments, projects, or components of class contributed to your feelings of preparedness in the above areas?” most students specifically listed the semester-long project.

What have Melissa Scott-Kozak (Human Development and Family Science) and Ingie Hovland (Religion) been doing since they each received the Emerging SoTL Scholar Award last year? Melissa presented her findings at the Teaching Family Science Conference in Park City, Utah and established a collaboration with an archivist at the Special Collections Library to submit a manuscript for publication. Ingie presented her findings at Southeastern Commission for the Study of Religion in Atlanta, and has two articles under review at different journals. Congratulations, Melissa and Ingie!
Packback Questions is an inquiry-based discussion platform that cultivates valuable, student-led discussion by encouraging curiosity.

Packback’s platform is powered by an Artificial Intelligence Engine that simplifies the tasks of scoring student discussion, giving real-time feedback, and moderating discussion...enabling you to give your students the value of discussion...without taking on any extra administrative work.

PACKBACK MODERATION SERVICES

Offload the difficult, manual task of moderating your class discussion forum to Packback. Our Moderators are assisted by our Community Health Algorithm, which allows our team to catch the posts that do not belong in the community.

REAL-TIME COACHING

Whether you teach 8 students or 800, your students can now get real-time feedback while they work. Packback’s Real-Time Coaching gives students feedback while they type on how to ask high-level questions and give great responses.

TOP CONTENT DISCOVERY

Our system surfaces the “Can’t Miss” questions in each class as “Featured”, so students always see and discuss the best posts. Our Curiosity Scoring system makes it possible to qualitatively measure each post’s credibility, depth and presentation.

COMMUNITY ANALYTICS

A great discussion platform is only as good as the reporting and analytics it is able to provide back to professors for research and grading. With Packback you can track engagement throughout the semester, identify top students, and more!
With Hoylu Connected Workspaces™
Take Your Classroom to the Cloud

**Instruct**
Hoylu is a cost effective way to bring digital transformation to the classroom without abandoning tried and true practices. Instructors can upload existing documents, links, PDF, and more into a workspace in advance to present and share with an unlimited audience.

**Collaborate**
Entire divisions or classrooms, project teams, and even remote students can work together anytime, anywhere. Hoylu’s digital tools allow for anytime collaboration in realtime with our infinite Connected Workspace™.

**Review**
With Hoylu remote learning is a breeze. Students and faculty can participate or review the workspace anytime, anywhere, from any device allowing for ultimate accessibility.

Experience a Free 30 Day Trial at Hoylu.com/Education

Take Hoylu Connected Workspaces™ anywhere, on any device, anytime.
Collaboration doesn’t have to stop in the classroom.
PLANNING COMMITTEE

Nicholas Holt
Office of Information Technology, Innovation Initiative
Department of Counseling and Human Development Services
Conference chair

Helene Halstead
Office of Information Technology, Innovation Initiative
Conference coordinator

Jeff Rieter
Office of Information Technology
Technical director

Ron Braxley
Office of Information Technology
Videographer

Colleen Kuusinen
Center for Teaching and Learning
SoTL Director

CONFERENCE COMMITTEE:

Daniel Capps
Department of Mathematics and Science Education

Alicia Davis
Department of Communication Sciences and Special Education

Todd Dinkelman
Department of Educational Theory and Practice

Margaret Hines
Department of Educational Psychology

Sara Kajder
Department of Language and Literacy Education

Ralph Knapp
Office of Information Technology

Ilse Mason
Department of Kinesiology

George McMahon
Department of Counseling and Human Development Services

Lloyd Rieber
Department of Career and Information Studies

Sarah Sumners
Torrance Center for Creativity and Talent Development
Department of Educational Theory and Practice

Gretchen Thomas
Department of Career and Information Studies

Dorothy White
Department of Mathematics and Science Education

Volunteers: Miller Barnett, Sarah Brant-Rajahn, Sara Campbell, Austin Coleman, Judith Johnson, Landon Lempke, Eric Magrum, Linda Purvis, and Kari Smith-Murphy

Special thanks to the College of Education Office of Communications, Office of Outreach and Engagement, the Center for Teaching and Learning, the Graduate School, and the UGA Hotel and Conference Center.
Kaltura Lecture Capture
the Classroom of Tomorrow

Capture Everything, Manage Once

Just Hit Record

Centralized Video for Cross-Campus and Beyond

To learn more contact Robert McLean at:
Robert.McLean@kaltura.com
‘WE ARE SMARTER THAN ME.’

— LIBERT & SPECTOR, 2008