INNOVATION IN TEACHING

CONFERENCE 2017

fresh ideas.

SCHEDULE AT A GLANCE

8 a.m.	**Registration** **Coffee and Beverages**	Conference Registration Desk Pecan Tree Galleria
9 a.m.	**Welcome** Nicholas Holt, conference chair Craig H. Kennedy, dean and professor, UGA College of Education Gretchen Thomas, conference committee	Masters Hall
9:30 a.m.	**Keynote Address** *"The Risks and Rewards of Staying Fresh in our Teaching"* Bonni Stachowiak, director of teaching excellence and digital pedagogy at Vanguard University of Southern California and host of the "Teaching in Higher Ed" podcast	Masters Hall
10:30 a.m.	**Poster Sessions/Refreshment Break/Exhibits**	Pecan Tree Galleria
11 a.m.	**Concurrent Sessions** Bundles 1-9 (see pages 6-14)	Second Floor Meeting Rooms
12:15 p.m.	**Lunch**	Magnolia Ballroom
1:30 p.m.	**Concurrent Sessions** Bundles 10-18 (see pages 16-24)	Second Floor Meeting Rooms
2:45 p.m.	**Poster Sessions/Refreshment Break/Visit Exhibits**	Pecan Tree Galleria
3:15 p.m.	**Student Panel**	Masters Hall
3:45 p.m.	**Q&A with Bonni Stachowiak**	Masters Hall
4:15 p.m.	**SOTL Presentation** Colleen M. Kuusinen and Madeline J. Smith, Center for Teaching and Learning	Masters Hall
4:45 p.m.	**Closing Remarks**	Masters Hall

KEYNOTE SPEAKER

BONNI STACHOWIAK

Vanguard University of Southern California

Bonni Stachowiak has the privilege of speaking with exceptional educators on a weekly basis as the host of the "Teaching in Higher Ed" podcast. Since 2014, her podcast has provided a space to explore the art and science of being more effective at facilitating learning. "Teaching in Higher Ed" also explores how to improve our productivity, so as faculty we can have more peace in our lives and be even more present for our students.

Stachowiak is the director of teaching excellence and digital pedagogy at Vanguard University of Southern California. She's also an associate professor of business and management and teaches a few times a year in an Educational Leadership doctoral program. She's been teaching in-person, blended, and online courses throughout her entire career in higher education.

She and her husband, Dave, are parents to two curious kids, who regularly shape their perspectives on teaching and learning.

FOR TODAY'S KEYNOTE

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LISTEN TO BONNI'S PODCAST

The "Teaching in Higher Ed" podcast launched in June of 2014. Since then, it has aired conversations about teaching and personal productivity each week. Past guests have included recognizable names in teaching and learning, as well as some who may be new to you.

To browse past episodes, or listen via a web browser, visit: **teachinginhighered.com/ episodes**

For a more mobile experience, search for "Teaching in Higher Ed" on whatever app you use to listen to podcasts and subscribe. You will also have the option to download and listen to older episodes from your podcasting mobile app.

CONNECTING AUTHORS, THEMES, AND DISCIPLINES

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Drawing from schema theory, I offer students three options for a research paper in my Literature and Composition class that aims to inspire text-text and text-world connections: arguing that life imitates art (or vice versa) by connecting artwork to a world event; researching how one writer influenced another or a movement, even if they did not live in the same time period; or connecting a work of literature to another discipline, such as literature and mathematics or literature and science. This poster presentation will outline the assignment, offer research and resources for exploring these topics, and provide data from four years of student responses to this assignment.

VIRTUAL REALITY TO VETERINARY EDUCATION

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Veterinary faculty have partnered with medical illustrators, software developers, and a voice actor to develop a virtual reality experience for teaching clinical pathology. Individual students are immersed in a virtual environment, starting in a laboratory setting where they are able to examine blood smears on a virtual microscope. Then they are teleported into the bloodstream of a dog and horse, where they capture circulating blood cells, examine them to learn about their functions, correlate their distribution to laboratory data, and contrast the profound differences between these two species. Subsequently the patient develops inflammation and students time travel to see first-hand the changes in the populations of cells in the bloodstream and correlate these with values in laboratory data throughout treatment. This technology is being beta tested by veterinary students to identify potential improvements prior to assessing efficacy versus traditional presentation format (lecture and laboratory sessions).

AUTHENTIC RESEARCH EXPERIENCE: INCORPORATING A NOVEL RESEARCH MODULE INTO AN UNDERGRADUATE LABORATORY

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The goal of this study was to investigate the feasibility and efficacy of integrating an innovative half-semester research module into an undergraduate course. This is an upper-level course and compulsory for most biology and pre-medical students. Their engagement in this research project becomes part of their training. This course-based undergraduate research experience focused on the isolation and screening of salmonella from various water sources to identify novel species and their connection to environment and ecology. A set of surveys, including ratings and open-ended responses, was delivered to 60 undergraduates who took this course in spring 2017. Emphasis was placed on the effectiveness of this research module, the research, and learning gains from these experiences.

DESTROYING DEATH BY POWERPOINT

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A lot of PowerPoint presentations in college classrooms tend to be static and boring, making students struggle to stay engaged. I have created an innovative way to use PowerPoint to help increase interactivity and spontaneity between professors and students in college classrooms. It will help make PowerPoint more engaging for students, which will decrease passivity and help bring more life and creativity to college classrooms. The PowerPoint design I created includes an interactive navigation menu on each template that allows the professor to skip to any section within the PowerPoint presentation. In this presentation, you will learn more about using Slide Navigator, be able to include built-in prompts to engage your students, and to navigate through your presentation without having to follow a strict order. Also, it is easier for students to review the PowerPoint presentation before exams and quizzes than regular PowerPoint presentations.

EMPATHY IS A SUPERPOWER

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Learn innovative and creative strategies for approaching classroom procedures, meaningful work, and assessments to develop students who are more aware of their surroundings, peers, and communication as they become more empathetic. Learn strategies to develop open and dynamic relationships with the community to assist in student achievement and school growth. And begin to develop the skills to cultivate a positive and enthusiastic rapport with colleagues and administration in order to empower every stakeholder in your school.

EXPERIENTIAL LEARNING AND INNOVATIVE MAPPING TECHNIQUES FOR GEORGIA'S CULTURAL RESOURCES, FINDIT 2002-2017

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Findit is a state-wide cultural resource survey program sponsored by the Georgia Transmission Corporation in partnership with the Georgia State Preservation Office, (HPD DNR). Findit is housed at the Center for Community Design and Preservation at the College of Environment and Design and was created to help document historic resources throughout Georgia, facilitating their preservation. The Findit program is entirely student-focused, as students conduct all fieldwork, data entry, and architectural analysis. Findit is proud to have provided over 60 assistantships and 130 hourly positions since 2002 as an ongoing effort to promote historic preservation and landscape architecture education. Field survey is a fundamental skill that is only taught abstractly in the classroom; there exists no experiential field component provided by the Findit program. Findit's students are at the forefront of innovative mapping techniques, and this year they have begun a multiyear research project using tax assessor information to remotely identify and document Georgia's cultural resources. Findit students are stronger, more desirable candidates for future employers than students without similar field experience.

INCREASING STUDENT ATTENTIVENESS IN A LECTURE-BASED CLASS

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Several studies have shown that adult attention in the classroom wanes after 20 minutes. This inattention can be countered by including something as simple as breaks within a lecture, thus improving student retention of material. The use of active learning strategies in an introductory biology course was shown to increase students' ability to "think like a scientist," a goal further developed in graduate school. We tested whether incorporation of active learning strategies into a traditional lecture-based mixed undergraduate- and graduate-level course can increase attentiveness of the students throughout the duration of the class. We demonstrated the incorporation of active learning strategies halfway through a class period increased student attention for the last quarter of the period. This research may influence teachers to incorporate active learning strategies into their graduate classes, not just into undergraduate-level courses.

BUNDLE 1
MODERATOR: JACOB BRAXLEY

ROOM A

EMBRACING TECHNOLOGY IN THE ACCOUNTING CLASSROOM

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Technology is changing all aspects of our world, and our students should be prepared to embrace this change. Within my graduate Accounting Systems II course, my students gain hands-on experience with an enterprise resource planning (ERP) system and data analytics. For example, my students have access to NetSuite, a cloud-based business software, that allows the students to understand key business processes and how to produce reports at each point in the process. Also, to better understand how to analyze the data within an ERP system, my students use a computer-assisted audit tool, IDEA Software, to identify specific risks associated with accounts receivable and accounts payable that should be addressed within an audit. As the students will be future professionals in the business world, it is pertinent they have first-hand experience with key technology.

INSTRUCTOR EFFECTIVENESS: A CONVERSATION ON INCREASING FLEXIBILITY IN TEACHING

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As student-centered learning (SCL) strategies and approaches become more ubiquitous in higher education classrooms, teaching practitioners' exposure to these approaches and how to incorporate them becomes essential. In this conversation, educators will be engaged in an exchange of ideas to share the broad spectrum of SCL approaches that can make their classes more enjoyable and improve student learning. Informal essays on student experiences in various courses provided by the author demonstrate student's preference for teaching strategies that allow for more flexibility in how students complete coursework. In the beginning of the session, the author will share sample critiques from students on specific learning strategies that are preferred over the traditional lecture-only format. Participants will receive discussion prompts that will address the variety of SCL approaches, the practical strategies for implementation for large and small classes, how to transition from teacher-centered to student-centered, how to resolve various grading issues that may arise (e.g. group work), and how to deal with possible student resistance.

ENGAGING COMICS TO DEVELOP MULTIMODAL LITERACY BEYOND DISCIPLINARY BORDERS

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Comics have come a long way from the 1953 United States Senate Subcommittee on Juvenile Delinquency in which psychologist Fredric Wertham testified that comics foster "an atmosphere of deceit and cruelty." Today, many scholars take comics seriously and all campus bookstores stock Art Spiegelman's Maus and Alan Moore's Watchmen. But the role of comics within higher education—particularly outside of art and cultural studies classes—remains abstruse. In this presentation, I introduce a framework for incorporating comics as a powerful pedagogical tool in any disciplinary setting to strengthen students' multimodal literacy skills. I demonstrate techniques that lecturers can use to engage participants simultaneously through visual and linguistic systems of meaning while revealing why this kind of multimodal literacy is crucial for contemporary classrooms in which reliance solely on traditional forms of literacy no longer adequately prepares students to navigate their roles in society.

REINVENTING PLANNING STUDIOS

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While most contemporary planning programs seek to include long-abandoned studios in various forms back into their curriculum, the recently accredited Master of Environmental Planning and Design program's curriculum has been centered around the studios since its inception in 2009 at University of Georgia. The unique setting of the required nine-hour/week planning studios in three semesters facilitates the development of innovative pedagogies, and provides an active and collaborative learning platform in planning education. This presentation will share some of the methods and assignments used toward attaining the objectives of the studios.

BUNDLE 2
MODERATOR: ABIGAIL FOY

ROOM B

'I'M EXCITED TO WRITE MY MIDTERM,' SHE SAID: ENGAGING STUDENTS IN LITERATURE AND WRITING IN A DIGITAL WORLD

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We live in an ever-evolving digital and technological world. Research shows that as of 2016, roughly 77% of all Americans owned a smartphone. The use and ownership of computer tablets has risen from 5% in 2010 to 51% in 2016. In addition, of the 69% of adults who used social media in the last year, 76% of them reported using sites like Facebook every day. With so much technology available, it is becoming more and more difficult for educators to engage students in the classroom. For literature and composition classrooms, the challenges are even more difficult. With nearly unlimited resources that can quickly arrest a student's ability to think critically at their fingertips, it is becoming more and more difficult to get students engaged in discussing and writing about literature. This presentation will discuss ways to synthesize student's technology tendencies while also engaging them critically with literature content.

A STRATEGIC COMBINATION OF BLENDED LEARNING, BLOOM'S TAXONOMY, AND LEARNING OER PLATFORMS IN MATH CLASSROOMS

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Adopting innovative pedagogy without an organized educational framework often obstructs student learning and success in math class. Although using open educational resources (OER) platforms reduces student cost of learning materials, it is difficult to find qualified OER. The aim of this study is to examine the impact of the use of a combination of blended learning and a learning OER platform in elementary statistics courses. Data is collected from approximately 125 students in four sections of elementary statistics during two semesters in 2017 through questionnaires and pre- and post-tests. The presenter will share the innovative pedagogical design and methods and the results of the study. Audiences will have opportunities to have information about pros and cons of adopting blended learning with OER platforms. This study will encourage math instructors to adopt innovative pedagogy based on a systematic framework and learning OER platforms for reducing student cost of learning materials.

TRANSFORMING ENGINEERING EDUCATION WITH STORYTELLING

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Story-Centered Curriculum (SCC) creates a supporting narrative that places students in practitioner-based roles that replicate skills within their prospective industry. In SCC-based projects, students work in a "learn-by-doing" setting where they acquire skills through the process of satisfying project-related tasks; these tasks are reflective of actual tasks they will perform in a job that is central to their major. Faculty who implement SCC serve as mentors rather than lecturers and provide help, guidance and support only when it is needed. This method is applicable for project-based courses where skills are best learned through application and/or implementation and has shown much higher success than traditional lecture-based courses. SCC was recently implemented in two large engineering classes; attrition was less than 5% and 95% of all students in both courses felt that SCC had a very positive impact on their learning and motivation in the classes.

COLLABORATION BETWEEN SPECIAL EDUCATION AND GENERAL MIDDLE EDUCATION TEACHER CANDIDATE PROGRAM: THE SIMULATED INDIVIDUALIZED EDUCATION PLAN AND PROCESS

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Teacher candidates in the Special Education Internship course and Middle Grades Learner course at a regional university collaborate in the writing, development, and implementation of an Individualized Education Plan (IEP). In a world where teacher preparation programs are often in isolation to prepare teachers, our candidates collaborate to gain a better understanding of a special education student and the role special education plays in that students' life. In the mock IEP meeting both the special education teacher and general education teacher are exposed to diverse parental involvement. This activity allows both candidates to understand each other's roles and responsibilities, as well as each other's prior knowledge of their teacher preparation programs.

BUNDLE 3
MODERATOR: LLOYD RIEBER

STUDENTS AS ETHNOGRAPHERS: RECONCEPTUALIZING THE LEARNING EXPERIENCE IN THE STUDY ABROAD 'CLASSROOM'

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Intercultural learning while studying abroad is not as intuitive as one might assume, especially when students from the same home university live, study, and "play" together. Immersing oneself in the local culture is an inherently challenging task and becomes more so when the students are unaware of what to even notice. Incorporating Dewey's (1938/1998) theory of experience into curriculum design, this study restructured a study abroad language course to use the host city as a living language laboratory. Students engaged in active learning through ethnographic culturally contextual tasks. They completed guided observations, interviews, field notes, and reflective exercises based on linguistic objectives. Following a case study approach with focus groups and observations, the research findings suggest that students felt more engaged in their language learning experience and were more apt to notice how the language was used by locals from both cultural and linguistic perspectives.

DRAWING TOGETHER WITH YOUR REMOTE STUDENTS—USING ONLINE WHITEBOARDS FOR INTERACTIVE LEARNING

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As opposed to screen-sharing, which is a way for instructors to synchronously deliver content, online whiteboards allow spontaneous interaction between instructors and learners, and among learners themselves. In this presentation, I will demonstrate a few free-to-use online whiteboards (Deekit, RealTimeBoard, etc.) that feature interactivity, collaboration, infinite canvas, and persistent content. With these whiteboards, learners can create, collaborate on, and critique learning contents that are best represented graphically. Such activities should prove especially useful for STEM subjects, as diagrams are an indispensable part of the discipline.

BOOSTING THE NIGERIAN ECONOMY THROUGH ENVIRONMENTAL ADULT EDUCATION

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Human existence depends largely on the natural environment. But the indiscriminate exploit of natural resources without replacement or replenishment has led to serious environmental degradation that threatens human existence. Every day our lands are excavated and poorly cultivated. Our forest monuments are being chopped down and cut into pieces, the wood piles, grasses, and bushes set ablaze and left burning for days. As our forest disappear, so do the orchids, vines, birds, and other species. Nigeria today faces a number of environmental problems resulting from mass indiscriminate exploitation. This paper is a theoretical paper where most of the information comes from literature and written articles and on-the-spot visits. The purpose of the paper is to provide adult environmental education as a form of environmental awareness, management, and preservation for economic improvement. It also examines the causes of environmental degradation and suggests possible steps that could be taken in protecting our environment.

EMBRACING SUBJECTIVITY IN THE CLASSROOM: ANNOUNCING VERSION 1.0 OF LLOYD'S Q SORT TOOL FOR TEACHING

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Q methodology provides a quantitative means of examining subjectivity. The cornerstone of this methodology is a data collection activity called a Q sort in which participants must sort a list of given items within a predetermined sorting grid. Although Q Methodology has a long history as a research tool, its use as an instructional tool has not been extensively explored. This is likely due to the fact that creating a Q sort in its traditional, paper-based form is very time-consuming, as is the follow-up analysis. Few electronic versions have been produced and the ones that are available can be very expensive. To meet this challenge, the task of creating an original electronic version of a Q sort tool was begun almost three years ago. The purpose of this presentation is to formally announce the release of version 1.0 of Lloyd's Q Sort Tool for Teaching.

BUNDLE 4
MODERATOR: KATE GUTHRIE

SERVICE LEARNING IN DISTANCE EDUCATION COURSES

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Instructors for online courses may feel limited in their choices of activities, projects, and assessments. In this session, we will discuss how instructors can map student-learning outcomes to service-learning projects to create an authentic, academically sound service-based experience. The session will cover a class experience that used Project Gutenberg, Librivox, class discussion and collaborative activities to encourage technology skills, foster a sense of community, and support the universal design for learning.

POSSIBLE CONSEQUENCES ASSOCIATED WITH REMAINING VIABLE: QUESTIONS SURROUNDING A MOVE TO ONLINE GRADUATE PROGRAMS

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We hear a consistent message from prospective graduate students—they are looking for online programs. To complicate matters, many universities in Georgia and around the country offer online graduate programs. If we want to "keep the doors open" we need to attract students, meaning we find ourselves in the position of re-evaluating the nature of the programs we offer. Recently, we have moved toward an online master's program in science education. This move forced us to articulate biases about online programs (e.g., What does it mean to teach students you have never met?). It also forced instructors into new territory (with very little training) to figure out how to engage students and to devise methods for evaluating students. While we recognize that the move to online programs is likely inevitable, we still need to confront questions about how this move potentially impacts the quality of our program.

FACILITATING STUDENTS' CREATIVE DESIGN THINKING IN A 'MAGICAL' WAY

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Magicians know how to think outside of the box and turn the impossible into the possible. They also know how to design their performances to bring about magical experiences for their audiences. The principles and theories used by magicians enable them to become creative designers. Like a good magic performance, good design always has that "wow" element that makes the products more desirable to users. What if we bring magic into the class and turn it into a method to facilitate students' creativity and teach them user-based design? Based on our two-year teaching experience, we are willing to present and share this innovative method with anyone who is seeking an interactive way to engage students to think outside the box and become a creative designer.

FACILITATING STUDENT INTERACTIONS IN ASYNCHRONOUS ONLINE COURSES

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Creating opportunities for meaningful interaction among students enrolled in asynchronous online courses can be challenging for instructors. This dilemma is often amplified when the course content involves pedagogy that is rooted in collaboration, problem-solving, and relationships. Such was the case for the instructor of a graduate-level service-learning course at UGA. In this course, students were expected to interact with one another in a variety of ways that encouraged thoughtful contributions and feedback but that didn't require them to be online at the same time. In this session, the presenter will share how the digital tool, Lino, was used to facilitate meaningful virtual conversations.

WOMEN'S SELF STUDY INQUIRY FOR PROFESSIONAL DEVELOPMENT AS LEADERS

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At higher education institutions, those faculty and staff who embrace and develop their instructional role have the greatest impact on student transformation. At our institution, college professional staff and faculty in the Division of Education consider themselves to have substantial instructional responsibility yet few opportunities for meaningful professional learning to amplify that impact. Our innovation involves having established a research collaborative for women in positions of leadership to analyze our practices, critique our interactions with others in the campus community, and support one another to develop theoretically-informed standpoints that will enable us to become more effective pedagogues and leaders. We will report briefly on the challenges we've identified through the use of self-study methodology, a tool new to us. In the future, we intend to present the findings from the self-study although presently we will share the potential for teaching and learning innovation afforded through this collaborative model.

BUNDLE 5
MODERATOR: CORY GLEASMAN

CLASSROOM CITIZENSHIP, ACCESSIBLE EDUCATION, AND THE CASE FOR A COMMON NOTEBOOK

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The omnipresence of electronic devices in the classroom supplies temptation, distraction, and even a false sense of intellectual security. Recent research warns of the diminished outcomes of students who rely on their devices to passively record course content, rather than working through it to make meaning. However, we know that technology has great potential to enrich learning, to connect students, and to promote the accessibility of learning materials. In response to these challenges, I have developed a classroom project I call "the common notebook." Students curate and share their class notes using our course management system with positive results. The common notebook encourages students to take better notes, contributes to an enhanced sense of classroom citizenship, and—borrowing from the principles of universal design—provides a useful learning resource to all class members.

MORE, FREE DIGITAL OPTIONS NEED BE AVAILABLE TO UNIVERSITY STUDENTS AND FACULTY TO INCREASE STUDENT ENGAGEMENT AND CLASS EFFICIENCY

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Research shows that 70% of students want their universities to update their digital options, with 44% of the same group saying they'd be happier with their university experience if they could engage with more digital resources. Class Updates is a free mobile messaging app for educators at the university and college level. I use Class Updates with my students for seamless, instant, convenient, and effective mobile communication in real time. The application helps everyone save time and promotes overall class efficiency. Class Updates has tools like a calendar so students never forget assignment due dates or important class-related events. College and university students are using phones, tablets and mobile devices for learning purposes now more than ever, and students want class information "now," right away, without having to log in or connect to the Internet or do anything "extra."

FLIPPING THE CLASSROOM

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In this talk, we will discuss our four years of experience with flipping classes. In particular, we will review how 21st century technologies are used to screencast and distribute traditional lectures, which are available at youtube.com/user/drprice765, and we will elaborate on our classroom and instructional design. The main outcome is an active learning environment that encourages students to discuss what they are learning, compare and contrast ideas, and work together to solve problems.

ACCLIMATION OF FIRST-YEAR GRADUATE TEACHING ASSISTANTS TO THE UNDERGRADUATE ORGANIC CHEMISTRY INSTRUCTIONAL LABORATORIES

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This project involves the development and implementation of a pre-semester teaching workshop, a mid-semester formative evaluation, and an end-of-semester summative evaluation for first year organic chemistry graduate teaching assistants (TAs). The workshop provided participants with an in-lab instructional experience, training on analytical laboratory instruments, a veteran TA panel, and a grading overview. TAs were also given a pre-semester questionnaire in which they self-reported their current teaching proficiencies and identified their goals for the semester. Mid-semester in-classroom evaluations were conducted, followed by one-on-one reviews of evaluation results. Directed resources relevant to each TA's individual goals were also provided. The summative evaluations at the end of the semester will identify progress made toward teaching proficiencies and individual goals. The desired outcome of this hands-on guidance is a more fluid transition into the teaching assistant role and increased confidence in the classroom.

DEVELOPING PRE-SERVICE TEACHERS' NOTIONS FOR CONCEPTUAL AND PROCEDURAL MATHEMATICS INSTRUCTION

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What comes first, the chicken or the egg? The debate about conceptual or procedural instruction—which should come first, or if there can be a combination—is a contentious topic in mathematics education. Unlike the chicken and the egg conversation, there may be a middle ground. For years, it has been debated what place procedural and conceptual instruction has within mathematics education. On one side, there are those who believe conceptual understanding is needed before procedural instruction. On the other side, there are those who believe that conceptual understanding can be developed from procedural instruction and understanding. Is a one-way directionality the true relationship between conceptual and procedural instruction? Should there be a bi-directionality between procedural and conceptual instruction? Using this idea of the potential for bi-directionality, an origami activity is designed to motivate pre-service teachers to understand this issue.

BUNDLE 6
MODERATOR: NICOLE MCCLUNEY

LET'S DRAFT: RE-ENVISIONING STUDENT TEAM

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How do you form teams in your capstone or advanced-topic classes? Self-selection and random assignment are two frequently used methods, but what if getting selected for a team was like getting drafted? Training camp is a few small assignments where students self-select groups and are encouraged to work with different people each time. Now that students have seen each other in action, it's time for final teams to be drafted. Based on student applications, performance, and interviews, you pick team leaders. Selected leaders then draft their teams based on resumes, LinkedIn, and in-class prior performance. Teams are ranked at the end of the semester, with the winning team getting recommendations from the professor. Multiple evaluation events by the team leader and team members help measure leader effectiveness and make sure the process runs smoothly while minimizing free-riding members.

I'M FLIPPING OUT! USING FLIPGRID TO SUPPORT LEARNING

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Elizabeth Pitman
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Flipgrid is an easy way to get online students communicating with each other. The tool captures video quickly and organizes it like a discussion board. Join me as I share my Flipgrid journey—both the successes and failures—and explore how it can help support learning and community in an entirely online program.

ANALOGIES AS PARTICIPATORY LEARNING TOOLS

Joseph Mayo
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Effective college teachers across disciplines use analogies—even unwittingly—to introduce new concepts to students, prefacing their explanations with "likewise," "similarly," "just as," "comparably," and other such expressions. Analogies provide learners with an interpretive bridge between familiar and unfamiliar concepts. In the undergraduate classes that I teach, I often rely on analogies to both contextualize and personalize course content, particularly in the case of abstract conceptions. Grounded on classroom research into analogy-enhanced instruction that I have undertaken over the past two decades, I have discovered that learning gains are especially striking when students are allowed to create their own analogies in tandem with others in their learning environment. Pursuant to the finding that analogy-enhanced instruction engenders its most favorable learning outcomes when students are actively involved in analogy co-construction, I will offer a series of brief, interactive, analogy-based classroom activities that I have arranged in ascending order of complexity.

EXPLORING THE INFLUENCE OF VALUES AND EXPERIENCE IN TRANSLATING LEARNING STRATEGIES AND ACTIVE LEARNING TO STEM CLASSROOMS

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The importance of active learning and learning strategies is becoming widely known. However, individual instructors and students may hold widely different values regarding their benefits. For instructors, the degree to which an individual values active learning and learning strategies likely influences whether or not they are used or taught within the classroom. For students, values may translate into degrees of comfort or satisfaction with the course and content. For both populations, familiarity with active learning and learning strategies, either through instructor training or previous student experience, may influence both values and within classroom realities. Further, we suspect that both values and use of learning strategies and active learning are related. We intend to conduct a document analysis of course materials and survey both professors and students to understand how values and familiarity influence the use of active learning, learning strategies, and the explicit teaching of learning strategies.

REWRITES! CAMERA! ACTION! VIDEO LOGS TO ENCOURAGE RECURSIVE WRITING AND CRITICAL THINKING

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Students want to be entertained, not lectured, to engage with material instead of reading it, and consistently report that faculty use technology ineffectively. Through creative use of existing class management technology, educators can meet student demands while helping them develop critical thinking skills. This presentation introduces video logs assignments that require students to draw conclusions, substantiate arguments, and explore opposing ideas. Using information from multiple sources, students synthesize written responses to draft their video log. The repetition necessary to develop a clear, logical, and polished video log provides students with the structure to wrestle with the content and prepare cohesive, empirically validated arguments. Critical thinking represented in students' video logs from both a face-to-face and an online course are currently being coded using Quick Flip Questions for the Revised Bloom's Taxonomy.

BUNDLE 7
MODERATOR: GRETCHEN THOMAS

ROOM T/U

LEARNING INFECTIOUS DISEASE EPIDEMIOLOGY IN A MODERN FRAMEWORK

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Modern infectious disease epidemiology makes heavy use of mathematics and computer models. This presents a significant barrier for students who do not have a strong mathematical background or prior coding experience, which applies to many students in public health and related biomedical disciplines. New approaches are needed to allow such students to learn modern infectious disease epidemiology concepts while reducing the barriers of coding or heavy use of mathematics. I will demonstrate a software package that I recently developed for the widely used R programing language. This software allows individuals to explore and study concepts of infectious disease epidemiology without the need to read or write computer code. The package covers different topics of interest, and for each provides a computer simulation with a graphical user interface, documentation, a list of recommended tasks and further references.

NEW STANDARDS, NO TEXTBOOK, NO PROBLEM

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Laura Harris

Penny Rule
Gwinnett Public Schools

This session will illustrate how to create online curriculum guides using free digital resources and many types of media. In addition, student lessons will be shown that use these resources. These lessons can be used on all devices as well as from places other than the traditional classroom.

USING ONLINE RESOURCES TO TEACH ENVIRONMENTAL HEALTH TOPICS

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As public health educators, our goal is to examine the factors that impact our health and wellness while engaging students in the learning process. To increase student exposure to environmental health topics, we developed an online module examining the importance of environmental health within the context of public health. The online module included textbook and online resources along with short video clips. We created five distinct videos associated with the University of Georgia: water, recycling, watersheds, local foods and energy. Students accessed these videos and additional module content through eLC's online lecture format. Students expressed the videos clips aiding in the learning process in three specific ways: (1) personal responsibility for reducing one's carbon footprint, (2) focusing on the sustainability efforts of UGA, (3) and addressing healthy food resources on campus and in the community.

DEVELOPING PROFESSIONALISM IN 90-SECOND INTERVALS: A CASE OF TECHNOLOGY INTEGRATION FOR STUDENTS' INDUSTRY PREPARATION

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With the advent of our screen-based society, educators often desire technology integration in the college classroom as these tools can be a compelling complement to learning objectives. In an innovative approach, this case uses the video response tool Flipgrid to enhance students' preparedness for industry professionalism. In the course, "Professional Development for the Fashion Industry" and the internship that follows, students are required to complete a total of ten Flipgrid responses. They are asked to polish their poise by recording 60- to 90-second videos on Flipgrid answering prompts such as an elevator pitch, articulating professional goals, and critiquing industry relevant articles. This out-of-class assignment enhances the in-class topics of discussion and provides a unique platform of communication when students are in their internship placements. Within these courses, Flipgrid has helped students build confidence when finding their leading voice in the fashion industry.

THE USE OF VIDEOS IN THE ACADEMIC ENVIRONMENT

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In the past, students watched a long movie over several short sessions and got a few concepts if they were still paying attention. Now, students watch excerpts of movies or short videos. They might interact through a discussion with the teacher. This presentation will review a new students-centered methodology useful when students are working with or watching videos. This new methodology allows: increased motivation, critical thinking and problem solving, increased autonomy, authentic learning, relationship building, and developing creative skills. Shy students and leaders find their places; students of all ages can become filmmakers actors, editors and even wardrobe designers!

BUNDLE 8
MODERATOR: WAYLER NGETH

GAMING IT UP: GAMING CLASSROOM STRUCTURES FOR STUDENT ENGAGEMENT

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We used games and gaming structures in our preservice literacy education classroom, including a gamed final that was structured around "The Amazing Race." We will be reporting on our research that showed students who participated in this course found different motivations for completing coursework beyond simply earning a grade (including earning points instead of having them "taken away" and engaging in competitive teamwork). Additionally, these preservice teachers reported that they were beginning to view their future classrooms as a place of possibility instead of standardized spaces.

APPLICATION THROUGH DISCUSSION

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Curiosity starts here! Large Lecture halls and hybrid/online environments bring new challenges for educators. Providing real-time coaching and feedback to each student can be a daunting task. We will discuss these trends and how Packback alleviates your burden by keeping students motivated and engaged throughout the term, in any learning environment. During this session, we will show how students interact with the platform and have an instructor share how Packback fosters student engagement and critical thinking by sparking curiosity.

BRINGING THE LAB INTO THE LECTURE ROOM

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By integrating team activities that require students to collaborate with their fellow students in the large introductory "Principles of Marketing" classes, the traditional professor-to-student lecture format is dismantled into an application-based lab. The transition to an application-based lab results in several benefits. First, the team activities challenge students to actually apply the material by identifying examples of the marketing concepts being taught. In addition, since the activities are not outlined on the syllabus, unless the students must complete outside work in advance to do the activity in class, the students don't know when they will have a team application activity. When activities are offered on a consistent and regular basis, the professor can monitor regular class attendance. Lastly, the student-to-student and student-to-faculty interaction during these activities breaks down unintended barriers in a large lecture classroom, and facilitates a more open and inclusive learning environment.

READING AS CONVERSATION: HOW ACTIVE LEARNING CAN CONNECT READING AND REASONING IN AN INTRODUCTORY RELIGION CLASS

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Humanities courses can provide practice in complex reasoning, and this is one of their core contributions to UGA's educational goals. The disciplinary habit of mind that yields this reasoning is often a type of critical, engaged reading. However, the potential link between reading and reasoning in humanities classes is lost if students do not read, or do read but take the reading as "the last word."

Much depends, therefore, not just on motivating students to read, but also on facilitating their engagement with a particular threshold concept – "reading as conversation." This paper presents early reflections on my attempt to both make visible and scaffold student reading practices in an introductory religion class at UGA, using ICE (Ideas, Connection, Experience) reading logs with linked active learning exercises. I then outline my plan to expand these initial reflections into more precise problem formulations for a SOTL study on reading and complex reasoning.

THE POWER OF STORY: STUDENT-CENTERED CONSTRUCTIVIST EDUCATIONAL PRACTICES

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Story is a powerful teaching tool! It has the power to inform educational practices by the way that it builds trust and respect. As educators we are in a position to not only hear but, to listen to future generations of those who will contribute to and govern this land in the future. What would it look like if we allowed ourselves to help our students learn from where they have been, look to where they are going, and help them to bridge the gap between those two places?

BUNDLE 9
MODERATOR: REBECCA MOUNTAIN

REVAMPING THE UNDERGRADUATE LANGUAGE COURSE CURRICULUM: ONE STEP AT A TIME

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In this presentation, I am going to share the process of modification of an undergraduate language course curriculum from a book-based, teacher-focused model to a learning-outcomes, student- and goal-oriented backward design based on the NCSSFL-ACTFL 2012 Can-Do Statements. This presentation is relevant because it delineates the essential steps within the institution and the department to start a curriculum review. This process is allowing faculty and graduate students to reflect upon teaching and learning, and to collaborate on the creation of appropriate assessment methods to measure taught (and teachable) materials in the format of student-centered active learning opportunities to achieve learning outcomes.

MAKING VIDEO CONTENT TO ENHANCE STUDENT LEARNING

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Technology is becoming crucial in language teaching. As technology becomes increasingly user friendly and more available, it is important for teachers to be able to use it in ways that are not just an addition to the content taught in the classroom but also enhance the student's learning. Here we will discuss how to edit videos to incorporate in the classroom. Teachers spend a lot time looking for the "perfect" video to work with their content. However, sometimes it does not exist. We want to show the easiest ways to create new content or edit content for their specific purpose. Videos are a great tool in the classroom and it is important

for teachers to have the knowledge of creating them for supplemental materials or even to allow students to create their own for assignments.

DATAFYING PRIMARY SOURCES: CRITICAL METHODS IN THE UNDERGRADUATE CLASSROOM

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Through the DigiLab, I work with instructors to create classes that include a digital project or methodology that fits existing learning objectives and supports thinking about humanities objects of studies in new ways. A common focus is collaborative data collection from primary sources with undergraduates. This approach is twofold. First, it introduces the concepts and methods of digital humanities into the undergraduate classroom at a time when students are just beginning to become scholars and are learning how to ask scholarly questions. And second, these classes build DH capacity at the faculty level. The classroom then becomes the space of experimentation and learning for both the faculty member and the students.

TEACHING FOR LEARNING: IT'S ALL FUN AND GAMES

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Megan Farrow
Berry College

How can a sponge water relay demonstrate the fundamental concepts of cardiac output, or a frost bite game allow learners to apply closed-loop communication? Following adult learning theory, this presentation describes intentionally designed educational activities in the form of fun and games. These active learning methods have been successfully employed for junior and senior level BSN learners enrolled in a private, liberal arts college in the Southeastern

United States. The essential features and elements of each activity will be described, allowing them to be used across an existing curriculum. These practical, innovative strategies promote learning and provide formative assessment of the learner's application while empowering and equipping the learners to be work-ready.

A PRIVILEGE WALK: REFLECTIONS ON DIVERSITY WITH PRESERVICE TEACHERS

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Preservice teachers are often unprepared for the realities of the diverse settings where they are hired and assigned. And as the topic of diversity is a hot button in today's political climate, the struggle is to convey a need for empathy in an undergraduate or graduate classroom where little diversity may be visible. Textbooks address many aspects of diversity: racial, cultural, family makeup, language, financial status, religion, etc. and yet is the written word adequate? Are we sending privileged students into environments where they lack the preparation to deal with these differences with a true understanding and empathy? An outdoor class, a privilege walk, and a multi-level debriefing led my group of undergraduates to a unique moment. Walls came down, experiences were discussed in raw and unique ways and our cohort was changed. Join us for this discussion and learn about our experience!

Emerging Landscapes in SoTL Award

The Scholarship of Teaching and Learning is excited to announce the first Emerging Landscapes in SoTL Award! This award recognizes proposals to the College of Education's Innovation in Teaching Conference that reflect promising ideas for SoTL studies.

Innovation can take many forms. This year's award recognizes innovative proposals that touch on the following themes:

- Students as co-researchers
- "What is happening" studies delving deeper into problems found in teaching and learning
- Leveraging the technologies we have

Award winners will receive consultations with SoTL to advance their study towards publications or additional presentations.

What is SoTL?

The Scholarship of Teaching and Learning (SoTL) is the systematic study of teaching and learning by higher education instructors, typically within their own discipline or classroom. A form of action research, it involves identifying a problem, asking a question, gathering evidence, drawing conclusions based on that evidence, and making those findings public for peer review and the benefit of others. It employs the strict rigor and diligence that is applied to disciplinary research. SoTL promotes reflective practice, evidence-based teaching, and scholarly discourse on teaching by higher education instructors.

BUNDLE 10
MODERATOR: JACOB BRAXLEY

MEASURING THE EFFECTIVENESS OF METACOGNITION ON TESTING OUTCOMES USING STUDENTS' SELF-REPORTED QUESTION CONFIDENCE

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In this study, we investigate the effect of having students self-rate the confidence of their answers on a multiple choice exam. For each question a subset of students in a course are asked to rate their confidence on a 1–5 Likert scale. Analyzing this data allows us to determine if students know which content they know and don't know. We are also interested in determining if by indicating their confidence, students' overall scores are affected.

ENGAGING TODAY'S COLLEGE STUDENT IN THE CLASSROOM USING MUSIC

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Given the nature of today's college student and the myriad distractions they have, we will demonstrate how music in any classroom can be used to help control not only classroom and individual behavior, but mood, receptiveness to certain topics, and overall engagement. While our focus in this research is not on increasing grades for individual students, we do feel that using music of various genres can promote a more effective classroom setting. We intend to show that through some introductory research that the use of music as a backdrop for the time just prior to the beginning of class can affect both participation and engagement for most any classroom. We will talk about the effect of the silent classroom. Tips on how to effectively implement the use of music will be discussed.

LEARNING INTERNATIONAL RELATIONS THROUGH FILM: INVESTIGATING THE EFFECTIVENESS OF FILM AS AN EDUCATIONAL TOOL IN AN INTRODUCTORY CLASS

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In this project I investigate the effect of film on student understanding of international relations. Scholars have suggested that film can help students learn international relations concepts; nevertheless, we lack evidence on whether film makes students more engaged and enhances their learning. I developed a survey to measure how film enhances student understanding of key international political concepts. In an introduction-level international relations course, I showed three films: "Dr. Strangelove" (cold war), "Battle for Algiers" (terrorism) and "Hotel Rwanda" (human rights). After each film, I administered a survey instrument to measure the students' knowledge of international relations concepts and asked them to write a reflection. Together I analyzed 75 survey responses to find preliminary support for the hypothesis that film helps students understand international relations.

WEB-BASED INTERACTIVE SONG ACTIVITIES FOR INTRODUCTORY STATISTICS

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The presenter will describe a new tool for teaching with song where students interact with online Mad Libs-style prompts to make conceptual connections and provide examples that become part of a song highlighting their contributions. For real-time web processing, a synthetic voice uses text-to-speech technology to fill in gaps in the recording with student responses, after applying checks on spelling and content correctness with hints as needed. A studio version with the composer's original lyrics is available for comparison. In pilot studies, students self-reported the tool was helpful in reducing anxiety, increasing engagement with the material, being relevant to their learning, and having a user-friendly interface. Analysis of keystroke data versus post-song assessments showed the method to be effective. In fall 2017 and spring 2018, a randomized controlled experiment will test the effectiveness of our 26-song library created by an artist collaborative for this NSF-funded multi-institution project.

CREATING COMMON GROUND FOR COMPUTER-BASED INSTRUCTION THROUGH USE OF VIRTUAL MACHINES

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Instruction requiring computer use is often challenged by lack of standardization in computing environments. Beyond the "Mac vs. PC" issue with student-owned computers, significant interface inconsistencies exist within a single operating system family (Windows 8 vs. Windows 8.1 vs. Windows 10). In academic institutions with poorly-maintained instructional computer labs, each student's computer can be randomly different from the instructor's. Addressing extraneous machine-specific idiosyncrasies in instruction creates extra workload for instructors, wastes classroom time, and creates extraneous cognitive loading that impedes student learning. In recent years, computer virtualization has matured and personal computing technology has grown sufficiently powerful to permit use of virtual machines as "instructional appliances" in education. Small, consistent virtual machines with course-specific software configurations can be created by an instructor and deployed on both student computers and in computer labs. This presentation provides an overview of advantages and issues in initial trial deployments.

BUNDLE 11
MODERATOR: ABIGAIL FOY

SERVICE-LEARNING: TWO EXAMPLES IN INNOVATIVE COMMUNITY PARTNERSHIP PRACTICES

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Service-learning is gaining momentum as a pedagogical approach to improve student learning outcomes and engagement. An important element of a service-learning course is the community partner. Presentation attendees will learn about innovative practices in the service-learning partnership: 1) "place as partner" in an online service-learning course and 2) The "embedded community partner" as an academic participant within the class. The place-as-partner model was used to provide student service to a historic African-American schoolhouse on St. Simons Island. Students interviewed neighbors, explored social relationships connected to the historic school, and learned how the place itself served the needs of the community. The embedded service-learning partner involved inviting the community agency representative into the classroom as informal discussant of lecture material related to their area of expertise alongside students.

TEACHING TEACHERS IN STATE HISTORY COURSES; SERVICE LEARNING, LOCAL FIELD EXPERIENCES, AND INTERACTIVE LESSONS IN SOCIAL STUDIES CONTENT COURSES

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How do we create great courses? Our multi-site case study examines the impact of service-learning, local field experiences, and student-centered interactive lessons in teaching college history courses. Traditionally, history courses taught in higher education are through direct instruction, but these analyses indicate that preservice social studies teachers seek out opportunities for interactive history lessons connected to their community. As former history teachers (now social studies methods faculty), we studied the incorporation of secondary teaching methods in the university setting in order to design a course that highlights research-based pedagogy into practice for history courses. Our presentation highlights our reflective teaching practices as first-year professors and the impact of community involvement in student engagement.

UTILIZING DOCUMENT-BASED QUESTIONS IN UNDERGRADUATE BIOLOGY COURSES

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Document-based questions are a standard component of social science Advanced Placement exams. Students are asked to analyze and synthesize a variety of data sources (e.g., graphs, maps, personal accounts) in order to write a detailed and cohesive argument regarding a given topic. These questions are not, however, typically utilized in disciplines outside of the social sciences. In this study, I present how Document-based questions can be successfully implemented in an introductory biology course for undergraduates and how this novel method promotes core competencies in critical thinking.

SURFACE AND DEEP GAMIFICATION IN A GRADUATE-LEVEL CLASS

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Gamification is "the use of game design elements in nongame contexts," including education, but gamification can be done in many ways, at both surface and deep levels. This presentation will look at the redesign of a masters-level class on digital learning to incorporate gamified elements both on the surface (e.g., badging, gamified language, EXP) for fun, and at deeper levels (replaying to mastery, exploration and path choice, and developing expertise/leveling up) to encourage more meaningful learning. Participants new to gamification will be offered some relatively simple ways to begin introducing elements of gamification into their own courses, while those with more experience or expertise will be invited to consider the relative importance and effects of surface versus deep gamification for motivation and learning. Participants will also be given long-term digital access to the structure and assignments in the course, so they can adapt them to their own uses as desired.

POSTMODERN PLAY: VIDEOGAMES AS LEARNING PLATFORMS IN HUMANITIES COURSES

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With recent technological advancements such as the entertainment platform Steam, instructors can now easily access and interact with a vast array of videogames through traditional instructional technology. This presentation explores game-based learning strategies in humanities classrooms through such technology. More specifically, the author describes her use of videogames in literary and aesthetic theory courses to engage students through active and exploratory learning techniques as they first encounter abstract theoretical concepts. From the frustrations of "The Stanley Parable" (2013) as paradigmatic of postmodernism to unreliable narration in "Portal 2" (2011), video games offer a unique opportunity for interaction with, and concrete application of, conceptual systems. As an expressive and persuasive medium, to use Ian Bogost's expression, these rhetorical and narrative platforms can further serve to develop transmedia literacy skills in higher education settings.

BUNDLE 12
MODERATOR: NICOLE MCCLUNEY

PREPARING THE STUDENT FOR THE LEARNING ENVIRONMENT: A READINESS ACTIVITY

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This presentation will illustrate a learning activity that prepares a student to effectively participate in the course immediately. The purpose of the activity is to survey a student's readiness for actively contributing knowledge to the course. The Readiness Activity is typically implemented as an asynchronous online [interactive] survey. The Readiness Activity incorporates several multiple-choice, true-false, open-ended and declarative items that are required to be completed by the student prior to the first class meeting. Points for the readiness activity are awarded toward the final grade. Students are allowed to repeat the readiness activity as many times as needed prior to the due date in order to receive all points for the activity. This learning strategy has been proven successful for teaching and learning contexts within all subject areas from primary school through graduate school. A sample readiness activity will be presented during the session.

VIDEO GAME MUSIC: THE GAMIFICATION OF MUSIC PEDAGOGY

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From the first beeps and bleeps of "Pong" in 1972 to the world's most-subscribed massively-multiplayer online role-playing game, "World of Warcraft," video games are part of our everyday lives and culture. The presentation will highlight the successes and failures of teaching an online video game music course to the student-at-large. Video game music offered a unique pedagogical approach by allowing faculty and students to meet in-game through various massively multiplayer online role-playing game, and to interactively explore music of various regions within the gaming world in real-time. Yes, you read that correctly. Online class meetings were held in-game in real-time! There is nothing more exciting than escorting 40 students through an untamed harsh world with the ever-looming threat of being attacked by a bear or random Orc all the while discussing the musical elements of a non-diegetic symphonic score set to the background of a mythical world.

APPLICATION OF LEADERSHIP LESSONS FROM GETTYSBURG BATTLEFIELD

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The Battle of Gettysburg provides examples of leadership lessons applicable to today's fire and emergency services administrators. In the capstone course for the Bachelor of Arts in Fire and Emergency Services Administration degree program, video clips of certified guides on-site in the Gettysburg battlefield provide students with insight into these lessons from great military leaders, and then students apply these leadership lessons to today's leadership issues and situations. Students are engaged in the online learning environment to think critically about how historical events provide guidance and insight for today's leaders, and how these lessons are applicable in today's public service environment. This presentation will discuss ways to synthesize students' technology tendencies while engaging them with literature content.

BRAIN WARM-UPS

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Beginning class with an opportunity to intentionally focus and prepare to learn provides students with improved capabilities to understand and retain material. Recent research and practice in trauma-informed teaching demonstrates how learners' brains process information most effectively. Applying these theories to the college classroom has brought many positive results. Students are more relaxed, focused, and ready to learn. They report that even a short amount of time spent in guided imagery, meditation, or focused thought empowers them to more readily participate, synthesize material, and summarize concepts. Several short exercises will be demonstrated as illustrations of how this teaching technique can be easily implemented to increase purposeful learning: In This Room, What Does Your Body Say, Just Out of Reach, and Growing Roots.

INCORPORATING SMARTPHONE TECHNOLOGY IN THE COLLEGE CLASSROOM

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In this session, we will discuss how to challenge students to connect the concepts of literature and textual analysis with smartphone photography. In courses targeted to a range of audiences, from first-year students to seniors, I teach students across disciplines to increasingly to use their smartphones as avenues of storytelling and community advocacy. I will share my experience with assigning photo-centric projects such Charleston landmark photo essays, literary magazines or 'zines, time capsules, gallery walks, and photography exhibits that showcase their critical thinking and writing skills. In many courses, I often include a community service component to give back to a local nonprofit. In this session, I will also share instructional resources to introduce students to the basic terminology, techniques, and the latest apps connected with smartphone photography.

BUNDLE 13
MODERATOR: CORY GLEASMAN

IN THE NEWS: A TOPICAL APPROACH TO TEACHING INTRODUCTORY BIOLOGY

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Traditional approaches to teaching introductory biology are modeled on a reductionist understanding of the component parts presented in a hierarchy that mimics the increasing complexity of biological systems. Following this approach, students first learn about biomolecules, then cells, followed by organisms, and finally whole ecosystems. But that is not how the real world works. To fully comprehend a complex issue (e.g. a bloom of toxic algae), one must simultaneously grasp the ecosystem-level events that led to the bloom, but also understand the molecular actions of toxic compounds on an organism's physiology. "In The News" takes a topical issue and explores every aspect of how biological systems impact on that issue. In this unconventional approach to teaching introductory biology, all of the core concepts are eventually covered, but the material is presented in an integrative way that has direct meaning, and impact on, events that are facing humanity.

TOWER GARDEN PARTY!!! EVERYONE IS INVITED

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In a fun and interactive format, you will learn concepts of plant adaptation such as pruning, apical dominance, pest management and competition factors. All these are hands-on, minds-on, and real-world experiences that promote engaging innovative teaching methods. You will also learn how the Tower Garden lends itself to technology and STEM integration with construction, data observation and Aeroponic/vertical gardening. Finally, you will feel comfortable including everyone with student engagement. You will learn first-hand how balancing/monitoring the ph-/+, adding nutrient solution and pathological observations promote cooperative learning and social interaction skills. This 21st century technology on the fingertips of the 21st century learners allows instructors to truly innovate their teaching pedagogy and disguise learning as fun using doing StEMdiFfeREnTLy.

ARCHIVES-BASED RESEARCH IN THE LARGE SURVEY

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Working as a Special Collections Libraries Fellow at UGA in 2015-2016, I developed an archives-based approach for the first half of the large U.S. History survey, which typically has 200-300 students. Similar to the project outlined at teacharchive.org, I collaborated closely with archivists in Hargrett Special Collections to integrate scaffolded archival research into a humanities course with the goal of supporting deeper and more engaged student learning experiences. Half of the students visited a virtual archive (Digital Public Library of America), while the others went to Hargrett; then they compared their experiences. By examining and finding primary sources, students investigated slavery and cotton agriculture, arriving at their own arguments and conclusions. Over three semesters, approximately 260 students (mostly first- and second-years) from my courses conducted primary-source research in Hargrett.

IMPROVISATION FOR TEACHER DEVELOPMENT

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To prepare future mathematics teachers, I used the practice of improvisational acting to develop future teachers' pedagogical skills. I will outline rules for improv and extend them to (mathematics) teacher education. I argue that enacting improv rules guide conversations where students' mathematical thinking is the object of conversation. If time permits, I will provide two exercises that encourage listening, a fundamental skill for both improv actors and teachers. In addition, I will extend the practice to one's own professional development as a teacher regardless of the field one is in.

TRANSFORMING CELL PHONE DISTRACTIONS INTO PERSONALIZED LEARNING INTERACTIONS

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This presentation gives educators tools to differentiate instruction, minimize use of paper, and personalize student learning. By using cell phone- and tablet-friendly apps that will be featured in the presentation, students can use their creativity to display understanding and teachers can give feedback and increase communication with parents with more convenience and efficiency. It's a win-win-win-win situation (teacher, student, parent, class culture).

BUNDLE 14
MODERATOR: KATE GUTHRIE

IS CREATIVITY, COMMUNICATION SKILLS OR THE DESIGN PROCESS ENHANCED BY SOCIAL MEDIA?

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Social media highly permeates all aspects of the individual experience. There are many outlets, such as Pinterest, Instagram, and Flipgrid, which expose the individual to new ideas and inspiration. This study will investigate the impact of social media on the design process in the interest of creativity and communication. Students will be given the assignment of using social media outlets to document their design process throughout the course of a project. The social media outlet of choice will be used to share, brainstorm, discuss, and refine each student individually and as a class leading up to the finished product. Each student will manage a social media account that shows his or her design process from concept to solution. Furthermore, students will be able to access those of their peers in order to critique and communicate as a class.

LIVE COLLABORATIVE ONLINE SCRIBBLES FOR LEARNING

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To reinforce learning of Gagne's nine events of instruction in my instructional design classes, I set up a whole–class collaborative drawing activity, involving turn–taking, on a blank online whiteboard in Collaborate Ultra. Each class member has made her or his mark on the resulting "masterpiece."

IMPROVING STUDENT SUCCESS IN COLLEGE ALGEBRA: FROM VARIABLES TO SELF-REFLECTION

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East Georgia State College

In an effort to improve student success rates in gateway college algebra courses, East Georgia State College has joined the "Gateways To Completion" initiative supported by the John N. Gardner Institute. One of the most successful strategies that we developed and implemented in our college algebra courses was self–reflection. Each week, students submitted a reflection notebook with self–reflections and MyMathLab homework. Learners were asked specific reflection questions that allowed them to evaluate weekly knowledge gains and close loops prior to moving on to new material. Constructive feedback was provided weekly. Students not only learned new study strategies to assess their strengths and weaknesses, but also recognized the need to seek help and become more organized. Completion rates increased significantly after self–reflections were implemented. This strategy has also shown to significantly reduce math anxiety that most of our students experience. We plan to implement self–reflection approach in other disciplines at East Georgia State College.

INCORPORATING SOCIAL JUSTICE ADVOCACY COMPETENCIES INTO 2016 CACREP-ALIGNED COUNSELING CURRICULUM

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Missouri State University

An increasing number of CACREP–aligned counseling programs are taking steps to introduce innovative curriculum that meets the 2016 CACREP standards. The 2016 CACREP standards are recognized as creating the pathway toward effective future counselors, but if implemented in its standardized design may hinder the development of innovative future counselors as social justice change agents. This presentation demonstrates one Midwest university's steps toward incorporating the social justice advocacy competencies across all 2016 CACREP–aligned course curriculum. The development of "signature assignments" within every core and elective counseling course is the integration of the social justice advocacy competencies that teach master's level counseling students how to advocate with and on behalf of their future students and clients. The presenter will provide samples of "signature assignments" from theories to substance abuse courses, and teach both educators and graduate students how to incorporate the social justice competencies into their accreditation–aligned curriculum and graduate coursework.

BUNDLE 15
MODERATOR: MEG HINES

CREATING DYNAMIC MENTORING EXPERIENCES THROUGH THE ONLINE ENVIRONMENT

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A goal for graduate students in an online teacher education program is to mentor them from classroom teachers to helping them find the ways they can have a larger impact on the field by becoming teacher leaders, change agents, and student advocates. The key problems for mentorship in the online environment are developing quality teacher-student relationships, providing space to practice problem solving, designing active learning experiences that encourage discourse, and helping students to meet their professional goals. In what ways can we evaluate the impact of tools and learning experiences on the development of professionals in an online program? In this session, we will explore how the creative problem solving process can serve as a framework for a variety of strategies and tools to mentor students in the online environment.

FAMILY POLICY IN THE ARCHIVES

Melissa Kozak
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University of Georgia

The focus of this presentation/dialogue will be about using archival documents from the University of Georgia's Special Collections Library to teach family policy. In family policy, the learning objectives include student knowledge of content (policy process and concepts), student analysis of policy issues using a family impact lens, and student communication about policy issues. By integrating archival documents across the course, students will also be able to identify the role Georgia has played in family policy issues (education, healthcare, marriage, trafficking, etc.) that are relevant to their personal and professional lives. Pedagogically, I am interested in how using archival documents impacts student knowledge of and confidence in the policy arena. When they are allowed to tangibly connect the past to present and future, does that impact their learning and the ways in which they see and engage in policy?

TE(A)CH WITH TECH

Gretchen Torbert
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Georgia State University

Using the SAMR model, educators can infuse technology into teaching and learning. This model supports and enables teachers to design, develop, and infuse digital learning experiences into instruction. Substitution, augmentation, modification and redefinition helps instructors purposefully use the best digital tools for the tasks at hand.

BOOSTING PRE-SERVICE TEACHERS' REFLECTION VIA ONLINE TOOLS

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Reflection is an iterative process through which lessons learned in previous experiences inform the following decisions. However, due to the complexity of teaching practice, teachers may not reflect on their experiences or in the moment of their teaching-related actions effectively. This is especially more challenging for pre-service and beginning teachers. Thus, reflection and reflective practice should be emphasized in teacher education programs. Yet, sufficient class time for reflection is rare in reality. Some technological tools can help to integrate reflection into teacher education programs. This presentation will showcase how to use online tools to boost pre-service teachers' reflection during an action through case analyses and instant reflection prompts.

A UNIVERSAL, DEPARTMENTAL WRITING RUBRIC

Melissa Landers-Potts
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Melissa Kozak
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Jennifer Gonyea

Jennifer George
University of Georgia

The importance of good writing skills is heavily documented and extends far beyond the classroom. Yet, many undergraduate college students begin and end their college careers with poor writing skills. With faculty's time stretched between teaching multiple classes, research, and service, and pressure to use class time for course-specific content, there is only a small amount of time that can be dedicated to teaching students the basics of good writing. To address this issue, four faculty members in the Department of Human Development and Family Science, who have been writing fellows at UGA, collaboratively developed departmental writing expectations and a holistic, universal writing rubric that communicated these writing expectations through a template that could be used across all courses and writing assignments in the department. This presentation will focus on the universal rubric that was created and how it is being applied across the department to communicate writing expectations.

BUNDLE 16
FACILITATOR: GRETCHEN THOMAS

ROOM T/U

GAMIFYING EDTPA: TURNING TEACHER ASSESSMENT WORK INTO PLAY

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In this presentation, we will discuss how we are gamifying edTPA for teacher candidates in our co-taught seminar class. We are applying game mechanics to the process of certification though edTPA, an assessment used to measure and support the skills and knowledge of teacher candidates. Teacher candidates must create a portfolio focusing on three core tasks (planning, instruction, and assessment). When the entire list of tasks is laid out before teacher candidates, it can be a tricky and daunting dragon to slay. We do not assume that we can turn this arduous task into leisure; however, we do believe we can leverage the teacher candidates' gaming literacy in order to mitigate the confusion and stress and lead them through the successful quest of creating a portfolio that meets the standards of edTPA at the highest level.

DELIVERY CHALLENGE: CONDENSING A SEMESTER

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University of Georgia

Taking a class from a conventional 16-week format and adapting it for adult learners in an online format presents several challenges. How do we maintain the quality of teaching when we are condensing material into a smaller temporal allowance? This presentation will cover such issues as delivery platforms, technology usage, student accountability, peer reinforcement and assessment considerations. The instructor has adapted four content-intensive courses for online 8-week block courses from their more conventional classroom versions and has survived, with helpful stories to tell.

OUTSIDE THE TEXT BOX: MULTIMEDIA OPTIONS FOR THREADED DISCUSSIONS IN COLLEGE ALGEBRA COURSES

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DeVry University

"Teaching for Robust Understanding of Mathematics (TRU Math) Framework" identifies five dimensions that are critical for students' mathematical learning. However, threaded discussion topics in college algebra often focus on drill-and-skill homework problems. To integrate additional dimensions of TRU Math, students were challenged to go beyond rote-keying mathematical symbols in their weekly discussion text box. They could opt to post via other media formats by producing videos (Kaltura), composing audio files (VoiceThread), designing math games (Quia.com), or creating STEAM artwork. Out of five TRU Math dimensions, "agency, ownership, and identity" was particularly enriched. That is, students were given the opportunity to engage productively in mathematics (agency). Multiple media options also provided them the opportunity to make the content their own (ownership). Thirdly, their designs identified them as achievers in mathematics (identity). A final bonus: The students' mean score for overall satisfaction of the course soared.

SCIENCE TEACHER EDUCATION IN SCHOOLS: THE CASE FOR SITE-BASED INSTRUCTION

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Over the past 17 years, faculty in science education at UGA have implemented a site-based secondary science instructional methods and curriculum experience for students seeking secondary science certification.

The longevity of this experience is founded in the assumption that conducting teacher education within schools moves prospective teachers forward toward developing powerful and efficient professional competencies. This presentation will describe the evolution of goals of our site-based teacher education program and provide an overview of the planning process starting with initial meetings with school administrators far in advance of the initial classes. We will also describe the attenuation of differences between the roles of teachers based in the school and teacher educators based at the university. All combined, these experiences lead to greater relevance in the teacher education experience and more potent preparation for a career as a science teacher.

STUDENT PERCEPTIONS OF MILLENNIAL FACULTY

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Kennesaw State University

With little in literature concerned with the relationship between students and millennial faculty, our study examines how students perceive millennial faculty using qualitative inquiry. The model of interpersonal teacher behavior provides a framework from which to organize and categorize millennial faculty behaviors as reported by students and how they impact the student-faculty relationship. Our findings indicate that students generally have a favorable perception of millennial faculty, noting their use of technology to teach and communicate, flexibility in classroom management and teaching personas, as well as use of communication styles and language to establish connections with students. The findings serve as a resource for new millennial faculty as they develop their teaching practice.

BUNDLE 17
MODERATOR: WAYHAR NGETH

SEEING OUR THINKING: ENGAGING STUDENTS THROUGH VIDEO-BASED REFLECTION

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Reflective practice is foundational to the learning process, and guiding students to a place of rich, authentic, and critical reflection requires intentional teaching, modeling and curation. This interactive presentation explores the pedagogical use of Flipgrid as an individual and collective digital thinking space for this work. More importantly, our emphasis is on the thinking that video-based reflection elicits and the emerging and innovative structures found to be most useful in helping students to both capture and learn from their thinking and identity development over time. Done well, this work challenges our thinking about interacting with authentic audience, what it means for our students to safely try on new identities and perspectives, and how critical reflection can invite genuine social change and action.

GENTLE HORSEMANSHIP DISCIPLINE MODEL

Jimmy Williamson
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University of Georgia

I recently developed a new K-12 classroom discipline model. This model is based on "gentle horsemanship"—working with the horse as a partner to accomplish a goal. I take students to a farm and they work through basic ground exercises with horses. We then discuss how we translate this into the classroom to become a confident, assertive leader and accomplish goals with students.

GRADUATE STUDENT WRITING MENTORS: A KEY TO DIMINISHING UNDERGRADUATE WRITING APPREHENSION?

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The poor quality of undergraduate student writing, which is correlated with elevated levels of writing apprehension, is cause for concern among academics and industry professionals. With this knowledge in mind, as well as a recognition that faculty often have not been specifically prepared to teach or mentor students on how to develop writing skills, a faculty-graduate student team embarked on a writing mentorship program. The goals of this pilot program included improving overall undergraduate student writing and improving graduate student writing skills by "learning through teaching" and coaching undergraduate students through the process, while also providing an opportunity to practice assessment of student writing. The project was implemented in Parks, Recreation, and Tourism courses taught by Lauren Duffy and Gwynn Powell and evaluated on multiple levels including writing apprehension. Findings suggest that graduate student mentorship is a viable avenue to reduce writing apprehension and thus improve writing ability.

DEVELOPING ENGAGING COURSEWARE USING THE STOP-MOTION APP

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This presentation will demonstrate participants on using the Stop Motion app to develop engaging courseware that meets Georgia Performance Standards or Common Core state standards. The Stop Motion app is a free app that can be easily learned and used to create courseware in K-16 classrooms. The project that I currently practice in my college classroom will be demonstrated, and I will then share several associated assignments developed by my undergraduate students. Each assignment is very brief (about 2 minutes) and well-designed, using cycles, systems, formulas, or processes to address one scientific topic; however, the app can also be used in classrooms in different disciplines. These impressive samples will inspire teachers to engage students through the meaningful use of technology to demonstrate their learning.

PSYCHOLOGY IS (P)INTERESTING!

Jane-Marie McKinney
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Gordon State College

Students in my Introduction to Psychology class are using the popular social media site Pinterest to save internet memes, pictures, websites, and information pertinent to each chapter of the textbook. This class assignment has proven an innovative way to get the students engaged using technology. The students are also finding connections and relevance from everyday life and research that brings psychology to life.

BUNDLE 18

MODERATOR: REBECCA MOUNTAIN

WHAT HAPPENS WHEN F2FERS DON'T GET THEIR FACE TIME?

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University of Georgia

When classes are canceled, conflicts arise, or classrooms are ill-equipped for application, may professors confidently use online delivery to preserve instructional time? This study describes what happened when online delivery was interjected into traditional face-to-face classes—two graduate and one undergraduate. In this study, we examined students' perception of periodic online instruction, the utility of online resources, and the impact of unanticipated online delivery on student achievement.

WHERE ARE THEY NOW? IMPLICATIONS FOR EXPERIENTIAL LEARNING IN THE FIELD OF KINESIOLOGY

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Megan Ware
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University of Georgia

In the Department of Kinesiology, we offer unique experiential learning opportunities that challenge the normative classroom setting. Our "Practicum in Fitness Conditioning" course affords students with different academic backgrounds and levels of experience the opportunity to work hands-on with special populations. This course enables students to enhance communication abilities, improve bedside manner, and develop a professional skill set that serves them far beyond the scope of the course. Our students leave UGA prepared to become leaders in a variety of fields. Our presentation follows the career course of several of our students, citing where they began with our class and where they are now.

DEVELOPMENT AND ASSESSMENT OF CRITICAL RESEARCH LITERACY SKILLS IN ALLIED HEALTH SCIENCE COURSES

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Georgia Gwinnett College

The objectives of this project are to increase students' confidence and appreciation for critical thinking and research skills through successive implementation of targeted objectives focusing on evaluation/analysis of 1) research literature and 2) graphical data through three classes typically taken by pre-nursing and exercise science majors. During the sequence of A&P1, A&P2, and microbiology, embedded projects address the objectives in increasing levels of Bloom's taxonomy. The assessment tool combines the Colorado Learning Attitudes about Science for use in biology (CLASS-BIO) and questions inspired by the Test of Scientific Literacy Skills (TOSLS). The CLASS-BIO assesses students' perceptions and understanding of biology, and the TOSLS assesses literacy skills through the use of specific scenarios in the undergraduate biology classroom. Our adaptation changed the context focus to those specific to anatomy, physiology, and microbiology pre-nursing courses. Initial assessments were performed spring 2017, and plans are underway to improve the tool for spring 2018.

REFLECTION, LEARNING, AND SCHOLARSHIP WITH Q-PERSPECTIVES

Brandy Walker
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University of Georgia

How can teachers help students move beyond superficial responses to subjective topics? How can teachers elicit from students more nuanced expressions of their understanding? This presentation shares a teaching technique that addresses that challenge. By combining a card-sorting activity with innovative new software that generates real-time classroom analysis, teachers can now use q-methodology factor analysis to explore students' perspectives on any subjective topic. In addition, this technology produces worksheets that help students not only articulate the specificity of their perspective, but also to participate with the instructor in mixed methods research. This software, Q-Perspectives, developed at UGA through a faculty and student collaboration, allows teachers and students to collaborate in both classroom learning and SOTL research. This presentation will explain the teaching technique and demonstrate how the online Q-Perspectives software works to engage both students and teachers in deeper reflection, learning, and scholarship.

USING VOICETHREAD TO FACILITATE STUDENT INTERACTION AND CREATE A SENSE OF COMMUNITY IN AN ONLINE COURSE

Albina Khabibulina
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University of Georgia

A common challenge in online learning environments as compared to traditional face-to-face settings is creating opportunities for student engagement and interaction. This presentation will showcase how using a web-based platform, VoiceThread, in an asynchronous online TESOL endorsement course provided a venue for the students and the instructor to interact with each other more effectively and stay engaged and connected. The audience will be provided with an overview and affordances of VoiceThread followed by examples of learning activities that were used in the course.

AFTERNOON POSTER SESSIONS
PECAN TREE GALLERIA

VIRTUAL REALITY TO VETERINARY EDUCATION

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Kennesaw State University

Veterinary faculty have partnered with medical illustrators, software developers, and a voice actor to develop a virtual reality experience for teaching clinical pathology. Individual students are immersed in a virtual environment, starting in a laboratory setting where they are able to examine blood smears on a virtual microscope. Then they are teleported into the bloodstream of a dog and horse, where they capture circulating blood cells, examine them to learn about their functions, correlate their distribution to laboratory data, and contrast the profound differences between these two species. Subsequently the patient develops inflammation and students time travel to see first-hand the changes in the populations of cells in the bloodstream and correlate these with values in laboratory data throughout treatment. This technology is being beta tested by veterinary students to identify potential improvements prior to assessing efficacy versus traditional presentation format (lecture and laboratory sessions).

STEP AWAY FROM THE COMPUTER AND INTO THE ARCHIVES: USING SPECIAL COLLECTIONS TO FOSTER STUDENT AND FACULTY ENGAGEMENT AND LEARNING

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University of Georgia

Each year since 2015, the Special Collections Libraries Faculty Fellows Program at the University of Georgia provides a faculty cohort from various disciplines with intensive workshops with archivists and with ideas about how to bring archives-based learning into the classroom. This poster discusses the projects and experiences from a graphic communications class that was redesigned with a special collections focus. Student work and comments about the experience are included. The author concludes that support at the institutional level (in this case the Special Collections Libraries and the Center for Teaching & Learning at UGA) is necessary for faculty and students to build the skills necessary for archives-based learning, teaching, and research.

'BACKWARD' REDESIGN OF A NON-MAJORS BIOLOGY COURSE AT A TWO-YEAR COLLEGE

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Gwinnett Technical College, a two-year open-access college, is the second-largest technical college in Georgia. To increase the retention and success rates of Biology I, a class with high DFW rates, three GTC biology faculty collaborated to redesign the course using a curriculum model best fitting the Backward Design method, first implemented in K-12 education. The effectiveness of the Backward Design method is documented for four-year colleges and universities, but there is little research on its effectiveness in community colleges. The backwards course redesign at GTC created increased alignment between learning objectives, assessments, and classroom activities, and led to increased lecture time for active learning. There was a statistically significant increase in the number of students passing the course, and a decrease in DFW rates. Further analysis showed first-year students, traditional-aged students, and minority students benefited most from this redesign. This curriculum model is highly applicable across different academic disciplines.

GENERALIZATION OF THE PROBLEM-SOLVING PROCESS FROM UNIVERSITY TO K-12: THE RELATIONSHIP BETWEEN SPECIAL-EDUCATION PRESERVICE TEACHERS AND PARAPROFESSIONALS

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One challenge faced by special-education preservice teachers during their practicum is related to paraprofessionals. Special-education teachers and paraprofessionals spend a lot of time in the same places and help each other. However, when this relationship is not supportive (i.e., when this is a negative relationship), there are detrimental effects on teachers' job satisfaction and students' academic achievement. In addition, a special-education teacher's previous experience at a school influences the relationship between him/her and paraprofessionals. In order to reduce preservice teachers' trial-and-error processes in real school settings, problem-solving processes, small-group discussion, and role-playing were implemented in an undergraduate field-experience course. The participating preservice teachers applied the skills acquired during their field experience and demonstrated positive changes in their relationships with paraprofessionals. In this poster session, several case studies used in the classroom are discussed along with the problem-solving process and graduate-level supervisor's experience in observing preservice teachers' changes of interpersonal skills.

WHITE PHARMACEUTICALS: WHERE EVERY DRUG DISCOVERY/DRUG DEVELOPMENT GRADUATE STUDENT SHOULD "WORK"

Catherine White
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University of Georgia

Preclinical pharmacokinetic studies play a major role in determining if an investigational drug will move to clinical trials. To increase graduate students' understanding of the importance of pharmacokinetics in the drug discovery/development process, I created White Pharmaceuticals, a fictitious company, where students enrolled in a graduate pharmacokinetics course were "employed." Each student was assigned a simulated investigational drug at the beginning of the semester. The assignment was to analyze data regarding their compound and present a 10-page comprehensive review of their compound and give an oral presentation at the end of the semester. As we covered new topics, students were given additional information regarding their compounds. After their presentations, students were randomly formed into groups and asked to select their lead compound (best candidate) for further development. They also had to answer questions regarding their lead compound selection from the board of directors (myself and other faculty).

REDESIGNING THE INTRODUCTORY BIOLOGY CURRICULUM: A PROGRESS REPORT

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Lander University

Faced with many challenges, Lander University's biology department has redesigned our introductory biology curriculum. We identified obstacles faced by our students and faculty: Students are under-prepared for college-level courses; instructors lack time for active learning; and labs do not emphasize the scientific process. To address these challenges, we spread the content covered in our first-year biology course over a new two-semester sequence. We rearranged the order in which content is covered to start with information interesting to student, and we interspersed historically difficult topics with content that students find engaging. We used backward course design to write measurable student learning outcomes, design instructional tools for specific topics, develop inquiry-based labs, and create an informative assessment strategy. Our impressions at the midpoint of the semester are favorable. We will complete a rigorous analysis of student retention and learning at the year's end.

PANEL PARTICIPANTS

2:30-3 P.M.

JACOB BAXLEY

Department of Educational Theory and Practice (social studies)

Jacob Baxley is a senior from Social Circle, Georgia. He is pursuing a dual degree in history and social studies education, with a minor in Italian. After graduation, he hopes to either pursue a master's degree or find a job in the education field along with a position in the school's athletics department.

"Innovation is the process of improving one's methods or means of action in a way to make them more effective and/or efficient. In regard to education, innovations in teaching should benefit the learners and the ultimate goal of innovating education is for learners' needs to be met in the most successful way. Innovation means improvement."

ABIGAIL FOY

Department of Educational Theory and Practice (social studies)

Abigail Foy is originally from Statesboro, Georgia. She received her bachelor's in political science from Mercer University in 2012. She moved to Athens to become a researcher in the Psychology Department, specifically looking at substance abuse disorders and treatment technologies. After working as the night/weekend manager at Big City Bread, she began pursuing her master's in teaching at UGA. She is in her second year and received her Gifted and Creative Endorsement this past spring.

"Innovation means to always be looking for new and improved ways to accomplish a task. Coming up with new methods of acquiring knowledge and learning information is critical to the success of school across the country. As educators, we should constantly be searching for innovative ways to get our students involved in the classroom."

CORY GLEASMAN

Department of Career and Information Studies

Cory Gleasman is a second-year doctoral student in the learning, design, and technology program. The focus of his research is on the integration of computer coding into pre-service teacher mathematics education. For the past three years, he has taught a wide range of undergraduate educational technology courses at both the University of Georgia and Coastal Carolina University. He is a dual-certified special education and childhood education teacher in New York, and holds an online teaching certification in South Carolina. In the future, he hopes to complete his dissertation and apply for tenure-track positions at a college of education.

"Innovation is not the act of simply creating a new product, idea, or method when practiced in the context of teaching. As an instructor, I believe teaching innovation relies heavily on the how an existing teaching tool, strategy, or method is uniquely revised to address the needs of students. Innovation in teaching does not have to be the creation of a new lucrative application or "cool" new STEM product developed within a think tank. It can simply be a third-grade teacher in rural Georgia, developing a lesson teaching geometric shapes using origami and tape. In my opinion, if you do not consider yourself an innovator as an educator you are cutting yourself short or not taking enough chances. One thing is for certain: The act of innovating requires risk taking in any context."

KATE GUTHRIE

Department of Educational Psychology

Kate Guthrie is a doctoral candidate in educational psychology at the University of Georgia with a concentration in gifted and creative education. She is an experienced high school math teacher and has worked with diverse populations of adolescents. Her graduate research focuses on qualitative inquiry the social and emotional needs of gifted females across diverse populations.

"'Innovation' implies creative ideas that have been developed in useful and valuable ways. As educators, we need to continually reflect on our own teaching practices and inquire into the experiences of our students to ensure that our teaching inspires them to find creative ways to develop and apply their learning experiences."

NICOLE MCCLUNEY

Department of Kinesiology

Nicole McCluney is a fourth-year doctoral candidate with an emphasis in sport pedagogy. Her research interests include teacher/coach roles, coach development, and mentoring in physical education and sport. In addition to her studies, McCluney serves as a member of the Kinesiology Graduate Student Advisory Committee, the corresponding secretary for the Graduate and Professional Scholars organization, and the managing editor for the Professional Association of Athlete Development Specialists Research Digest.

"Innovation, to me, means staying abreast of the latest methods in teaching and learning. The education system and the tools used to yield success are so dynamic that it seems almost constant. So the ability to continuously incorporate new concepts and ideas into the classroom is essential if we want to set our students up for success in the classroom and when they transition out of the classroom."

REBECCA MOUNTAIN

Department of Educational Theory and Practice (social studies)

Rebecca (Becca) Mountain is an educator, writer, and performer who has lived and worked across the country and around the world. A graduate of Vassar College and now enrolled in the MAT program in Social Studies Education at UGA, Mountain has focused her studies on media literacy and social justice. When she finds the time, she writes stories about witches and dragons, and can be found buried under piles of half-finished chapters and forests of red editing pens.

"Innovation is all about reassessing why we're doing what we're doing, and why we're doing it the way we're doing it. As my professors keep reminding me, teachers need to be constantly assessing and checking in with our students—are they picking up what we're laying down? Finding new, potentially better ways to engage our students and help them achieve understanding and transfer is essential to being effective and efficient in the classroom and in the world."

WAYHAR NGETH

Office of Information Technology

Wayhar Ngeth is a second-year computer systems engineering major at UGA. She is originally from Norcross, Georgia, which is about an hour away from Athens. Her passions include working and volunteering with children, online shopping, and enjoying a good movie or book.

"Innovation means developing new technologies that will further assist the less fortunate people of our nation. Innovation that simplifies daily life for the less fortunate is a necessity. Innovation should also expand education for those children who are not able to afford a post-high-school education."

PLANNING COMMITTEE

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Office of Information Technology, Innovation Initiative
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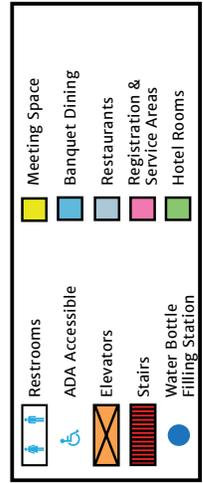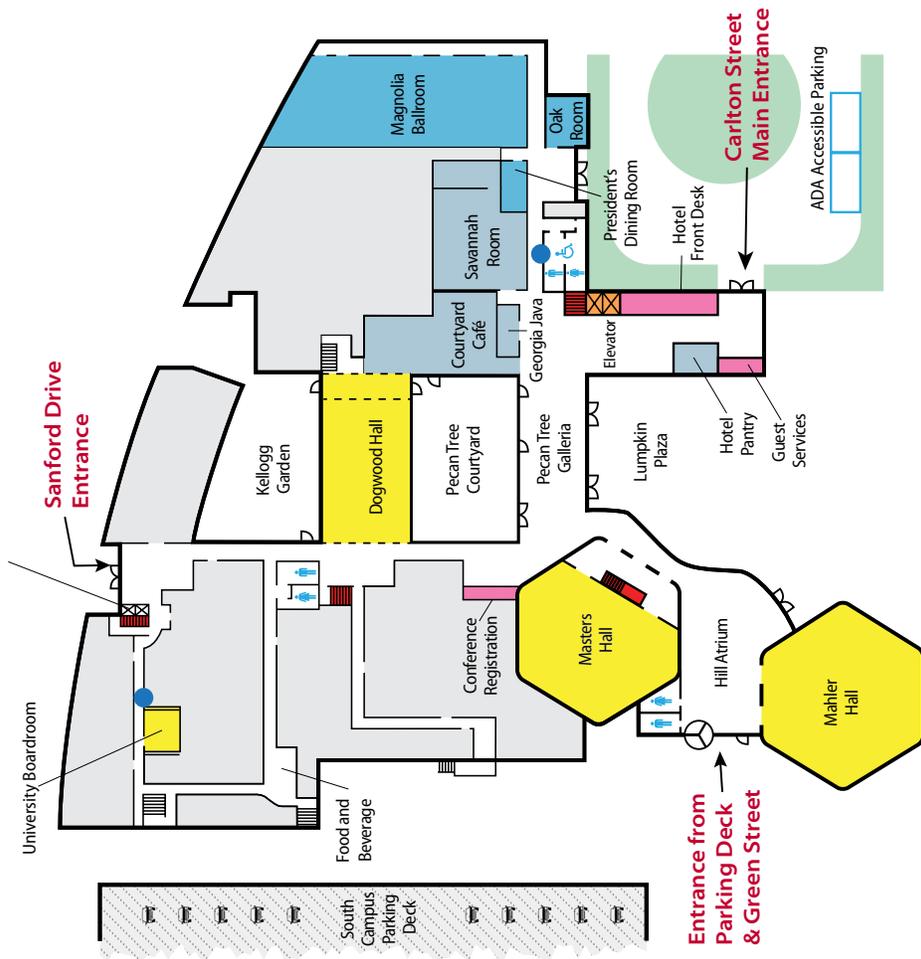
LLOYD RIEBER
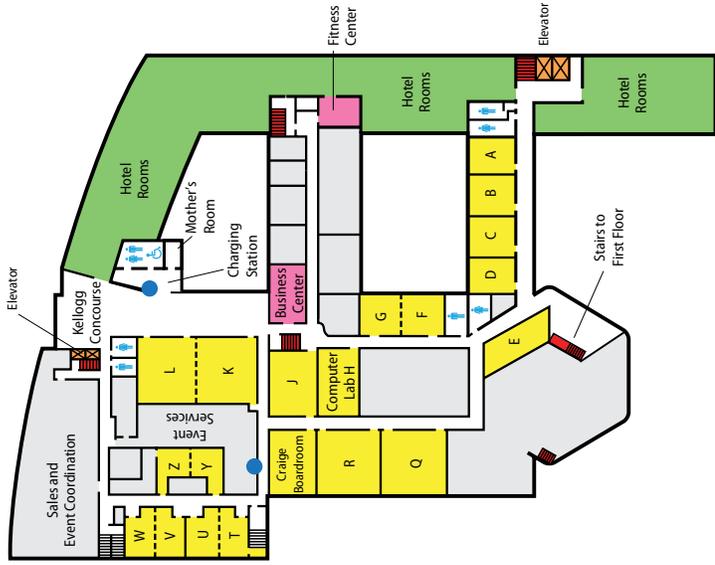Department of Career and Information Studies

GRETCHEN THOMAS
Department of Career and Information Studies

*Special thanks to the College of Education Office of Communications, Office of Outreach and Engagement,
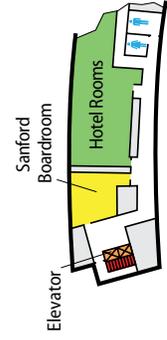and the UGA Hotel and Conference Center.*

Second floor

Fitness Center

Elevator

Hotel Rooms

Hotel Rooms

Mother's Room

Charging Station

Elevator

A
B
C
D

Stairs to First Floor

Kellogg Concourse

Business Center

G
F

E

L
K

J

Computer Lab H

Event Services

Craige Boardroom

R
Q

Sales and Event Coordination

Z
Y

W
V
U
T

Fifth floor

Sanford Boardroom

Hotel Rooms

Elevator

First floor

Elevator

Magnolia Ballroom

Oak Room

President's Dining Room

Hotel Front Desk

Carlton Street Main Entrance

ADA Accessible Parking

Savannah Room

Courtyard Café

Georgia Java

Elevator

Lumpkin Plaza

Hotel Pantry

Guest Services

Sanford Drive Entrance

Kellogg Garden

Dogwood Hall

Pecan Tree Courtyard

Pecan Tree Galleria

University Boardroom

Conference Registration

Masters Hall

Hill Atrium

Mahler Hall

Food and Beverage

South Campus Parking Deck

Entrance from Parking Deck & Green Street

Restrooms

ADA Accessible

Elevators

Stairs

Water Bottle Filling Station

Meeting Space

Banquet Dining

Restaurants

Registration & Service Areas

Hotel Rooms

UNIVERSITY OF GEORGIA
1785
Center for Continuing Education & Hotel

Packback Questions

The *Intelligent* Discussion Platform

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. We enable you to give your students the value of discussion without taking on any extra administrative work.

I'm here to help!
eric.hogenkamp@packback.co

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!

Presents

TRUE STUDENT COLLABORATION

The Span system enables the perfect pairing of student devices and an expansive front-of-room display. Students can first capture individual ideas and contributions on their devices in the form of digital sticky notes, images, text or sketches. Building in time for individual contemplation prior to sharing with a group encourages every student to participate, including those who may be reluctant to raise their hands. Students can then add their contributions to the shared canvas, where the group comes together at the wall to discuss and build on each other's ideas. Deeper understanding naturally emerges as students share their perspectives and learn from each other. The expansive virtual workspace makes it easy to see a great deal of information at once, identify patterns and start formulating solutions. It's an ideal fit for project-based learning and design thinking approaches to teaching and learning.

WORKING IN THE CLOUD

With cloud-based Span software, true collaboration that engages every student is finally possible. Everyone – both in the classroom and working from a distance – can see the material and contribute in real time, so the whole group benefits from everyone's perspectives. Students can develop deeper understanding of the material and arrive at new ideas faster. Because all work happens in the cloud, canvases are always up to date and accessible. Students can add more notes and ideas at any time, and collaboration can continue beyond class time.

Stop by the AGT/SCW booth and check out a live demo of the Nureva system.

About AGT

Since 1993, Fortune 1000 companies, government agencies, and prime contractors have trusted our experienced and certified team to provide audio visual design, integration, and support. From the design of a new meeting space, to the build out of a new facility, and the day-to-day support at your corporate headquarters, we can be your trusted go-to AV integrator and partner.

About SCW

Southern Computer Warehouse (SCW), established in 1994, is a nationwide provider of IT hardware and software solutions for Corporate, Healthcare and the Public Sector. From individual desktop and AV products to mobility and enterprise solutions, SCW brings superior customer care and expertise without a premium price!

Contact Keith Hughes 770-655-8570 keith.hughes@appliedglobal.com or Jeremy Steadman 404-191-0600 jeremy.steadman@scw.com for more information.

NOTES

'WE ARE SMARTER THAN ME.'

— LIBERT & SPECTOR, 2008