INNOVATION in TEACHING
CONFERENCE
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8 a.m.</td>
<td>Registration</td>
<td>Conference Registration Desk</td>
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<tr>
<td>9 a.m.</td>
<td>Greetings/Welcome</td>
<td>Masters Hall</td>
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<td></td>
<td>Laura Bierema, associate dean for academic programs, UGA College of Education</td>
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<td>Nicholas Holt, conference chair</td>
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<tr>
<td>9:30 a.m.</td>
<td>Keynote Address</td>
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<td>Rising Above the Gathering Rhetoric: Reframing (STEM) Education’s Conversation</td>
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<td>Lynn Bryan, director, Center for Advancing the Teaching and Learning of STEM (CATALYST) and a professor of science education, Purdue University</td>
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<td>10:30 a.m.</td>
<td>Refreshment Break/Poster Sessions</td>
<td>Kellogg Concourse</td>
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<td>11:00 a.m.</td>
<td>Concurrent Sessions</td>
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<td>Bundles A, B, C, D, E, F, and G</td>
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<tr>
<td>12:15 p.m.</td>
<td>Lunch</td>
<td>Magnolia Ballroom</td>
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<td>Concurrent Sessions</td>
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<td>Bundles H, I, J, K, L, M and N</td>
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<td>Refreshment Break/Poster Sessions</td>
<td>Kellogg Concourse</td>
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<td>3:00 p.m.</td>
<td>Student Panel</td>
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<td>3:30 p.m.</td>
<td>Q &amp; A with Lynn Bryan</td>
<td>Masters Hall</td>
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<td>4:00 p.m.</td>
<td>Remarks from SOTL</td>
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<td>Colleen Kuusinen, Center for Teaching and Learning</td>
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<td>4:10 p.m.</td>
<td>Closing Remarks</td>
<td>Masters Hall</td>
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Dr. Bryan holds a joint appointment at Purdue University in the Department of Curriculum and Instruction and the Department of Physics and Astronomy as well as serving as the Director for the Center of Teaching and Learning of STEM (CATALYST). She has dedicated her extensive career to working with K-12 educators to bring leading-edge science content and practices into classrooms. In addition to her work as the President of National Association for Research in Science Teaching, she has received multiple awards and honors, including the Purdue University Distinguished Women Scholar and the Award for Innovation in Teaching Science Teachers.
Probing for a Correlation between Mindset and Attitude towards Active Learning in a Non-majors’ Biology Course.

Pratima Darr, Marty Thomas, and Wendy A. Dustman, Georgia Gwinnett College

With burgeoning efforts to flip and partially flip classes, a decided trend of resistance toward active learning has been documented. To investigate this, I sought a connection between mindset as described by acclaimed cognitive psychologist Carol Dweck, and a student’s attitude towards active learning. My approach involves use of a mindset quiz developed by K-12 learning specialists to assess individual mindset and then seeing if that correlates with attitude towards active learning, based on a validated survey. There are four mindset categories which I correlated with four rankings of attitude towards active learning that I defined. ANOVA analysis of the data from two semesters of a non-majors biology class, indicates that individual mindset and confidence in active learning practices do correlate. Based on this, I will develop interventions to encourage increasingly growth-centered mindsets so that students may be steered towards becoming more involved citizens of our uncertain world.

Using Logic Models to Help School Counseling Interns Conceptualize, Design, Evaluate, and Advocate for Systemic Interventions

George McMahon, University of Georgia

A key component of school counseling internship programs is a large scale intervention, designed, implemented, and evaluated by the intern, that addresses an issue of educational equity. Typically, students use a version of the ASCA National Model Results Reports to design and evaluate these programs. However, in part due to the linear nature of the results reports, important cultural, social, economic, and other systemic factors are often ignored or minimized, leading the interventions to be student focused and, ultimately, lacking in impact on a systemic level. Teaching interns to use Logic Models to guide their conceptualization of the presenting issue can help them to develop a deeper understanding of the myriad of contributing factors, leading to more strategic and truly systemic interventions that is easily evaluated. Moreover, the strategy can be used to educate others about such issues, and to advocate for school counseling programming.
Using “Vision and Change” as a Conceptual Framework: Designing and Assessing a Flexible Biology Program

Emily Prince, Lisa McDonald, and Mark Pilgrim, Lander University

“Vision and Change,” an initiative by AAAS, provides a conceptual framework that biology programs can use to ensure their curricula meet the needs of modern biology majors. An internal review indicated that the V&C concepts and competencies were not integrated or assessed in a systematic manner throughout our curriculum, despite a large number of required courses. We are restructuring our curriculum so each V&C concept is thoroughly introduced in the first year and then emphasized through a small set of core courses. The latter are systematically organized to allow flexibility of choice without sacrificing sufficient coverage of each V&C concept. Furthermore, we are mapping the V&C competencies to the curriculum and developing a comprehensive assessment plan. To that end, our instructor of microbiology redesigned that course’s assessment plan to align with the V&C goals, and other instructors are using this plan as a model.

EDpuzzle as an Innovative Teaching Instrument

Ashley Fallaize and Nicole McCluney, University of Georgia

EDpuzzle is an innovative online video portal that allows instructors to engage students via multimedia presentations in both traditional and distance learning settings. This technology provides instructor autonomy to upload videos from a myriad of sources including YouTube, TED Talks, or a uniquely created video. EDpuzzle provides multiple editing features such as snipping, voice over, and opportunities for formative assessments. Additionally, this video technology allows for tracking students’ progress by indicating portions of the video viewed as well as sections that were replayed. As such, instructors are afforded the opportunity to assess student learning through short answer or multiple choice questions which are embedded into the multimedia. As a result, EDpuzzle creates an environment that is conducive to learning and enhancing student achievement in an online low-stakes environment.

Inspiring Minds

Darius Phelps and Cheyron Haley, University of Georgia

This presentation will describe the set-up and design of crafting a creative, innovative and interactive K-12 classroom that will garner a positive reception from both parents and students alike.

Significant Learning Experiences

Lia Shraeder, Georgia Gwinnett College

“Significant Learning Experiences” as a Guide to Course Redesign

This poster presentation will share the course redesign process used to refine and convert a face-to-face world history survey course into a hybrid version of the course, guided by L. Dee Fink’s work, “Creating Significant Learning Experiences” (2003). It will offer reflections on successful strategies and ongoing challenges encountered in the course redesign process.
**Achilles and the Hare: Teaching at the Speed of Technology**

**Elli Dean, Atlanta Metropolitan State College**

This presentation will begin with a discussion of some of the unique challenges faced by digital media programs within the status quo of curriculum development. It will then focus on innovations in the classroom infrastructure as well as in the curriculum review process to help these programs keep pace with advances in technology, and relevant to emerging career paths.

**Video-Based Peer Instruction: Learning by Watching How Your Classmates Learn**

**Stan Perrine, Georgia Gwinnett College**

This project was originally inspired by an NSF-funded project (DUE-1020161). That project focused on using student-created videos as peer-instruction in the classroom of an intro to proof course (similar to our Math 2500). We elected to put two spins on this idea – first, we used students within the course itself (instead of using students who had already completed the course) to create the videos in order to give more commonality between the students in the class and on the videos. Secondly, we incorporated this idea into multiple proof-based courses, namely Abstract Algebra and Real Variables.

**Designing Interactive Self-Assessments to Embed in Instructional Materials to Improve Student Engagement and Performance**

**Sherry Southard, Clayton State University**

Numerous studies have shown that learning takes place through active engagement rather than passive transmission (Chandler, Park, Levin & Morse, 2011; Dixon, 2010; Friedman & Friedman, 2014; Gaytan & McEwen, 2007; Rhode, 2009). This presentation will discuss the process of embedding interactive exercises throughout the learning materials to allow students to review their understanding of the material and improve engagement. A wide assortment of review activities, such as multiple choice, ordering, matching, labeling, pairing, and drag and drop exercises are used to provide variation. They intended to foster active learning to build confidence, lower fear and improve retention. These activities can be most effectively created with a proprietary fee-based software program. However, the presenter will offer other suggestions for creating these some of these materials with free resources.

**Embedding Elementary Mathematics Methods Courses in Schools: Using Technology to Represent, Decompose, and Approximate Practice**

**Andrew Tyminski, Clemson University**

This presentation provides design examples from an elementary mathematics methods course, which is held entirely in an elementary school setting. The course instructor leverages technology to provide “representations, decomposition, and approximations of practice” (Grossman et al., 2009, p. 2058) for prospective teachers while at the same time dealing with the social and behavioral intricacies of working directly with children. Technology such as Periscope, Swivl, and Edthena will be presented and discussed.
Personal Narrative and the Teaching of African-American History: The Pedagogical Benefits of Autobiographical Writing

Mary Cathryn Cain, Agnes Scott College

In courses that examine painful and potentially divisive material—like the history of race in the US—it is essential for students to bring their best, most engaged selves to class. To promote this engagement, I have begun incorporating the writing of personal narratives into my courses on African-American history. Early in the term, I ask students to compose a brief “autobiography of race,” in which they reflect on the formative or otherwise interesting ways in which they have encountered race and racial difference in their own lives. While the assignment is not strictly historical, it has become an invaluable part of my pedagogy. It allows me to get to know the students better (and earlier); it lets them see themselves as part of a larger historical narrative; it helps them to appreciate one another’s perspectives more fully; and students start the semester feeling already accomplished and positioned for success.

How Vital is it to Teach Future K-12 Teachers to Embed E-Portfolios in Effective Curriculum, Instruction and Assessment?

Laura Penrod Stock, Public School Educator/CEO, ProfolioED, LLC

Students in Teacher Education programs become familiar with e-portfolios as a tool for collaboration, presentation and reflection typically through their student-teaching experience. Are we missing the opportunities of effectively embedding e-portfolios in K-12 curriculum, instruction and assessment by failing to teach our teachers about this vital 21st century tool? This presentation provides a case study of the realities teachers face in a world of ever increasing purported e-portfolio K-12 products, their uses, effectiveness and need for training pre-service teachers. Presented by Lee County, Georgia School System Teacher of the Year and Ed Tech start-up CEO Laura Penrod Stock. Stock is the creator of Meego®, an online platform service for teachers to facilitate student-centered artifact curation and e-portfolio creation.

Raising Achievement of English Learners and Low-Income Students: University-Level Implications from an Externally Funded Evaluation of the Instructional Conversation Pedagogy

Rolf Straubhaar and Pedro Portes, University of Georgia Center for Latino Achievement and Success in Education

This presentation shares findings from a randomized controlled trial, funded by the Institute of Education Sciences, of the impact of teacher training in the Instructional Conversation (IC) pedagogy on the academic achievement of English Learners (ELs) in North Georgia. The IC model has shown to have positive results with various student groups (Saunders et al, 1997, Saunders, 1999, Saunders and Goldenberg, 1999), but this study is the first randomized controlled trial of the pedagogy’s effectiveness among ELs and other disadvantaged students. Overall, the findings from the study indicate that the IC pedagogy improved reading standardized test scores for ELs in the treatment group 14% above ELs in the control group. For non-ELs, the effect was 7% greater for reading. Implications will be drawn from these K12-level findings for the application of the IC in university settings.

From Talking the Talk to Walking the Walk: Learning In and From Maker Space Activity

Lenie George, and Gretchen Thomas, University of Georgia

Making and maker spaces are touted as valuable hands-on approaches to STEM learning. Students can learn through activities that encourage the application of facts and knowledge through the creation of tangible artifacts. The realities of teaching and learning in this environment, however, are multiple and varied. Join us to hear more about current projects that negotiate the challenges of supporting maker space activities in the classroom while bringing experiential learning to College of Education students.
Action Research Service-Learning Seminar based in University-School Partnerships to Develop Graduate Students’ Capacity for Research, Teaching and Service

Meg Hines and Tarek Grantham, University of Georgia

This session highlights the experiences of six graduate students and two faculty members involved with a graduate seminar through the UGA Professional Development Schools partnership. Using an experiential learning model, specifically, a community-based learning approach, graduate students were able to develop critical skills in service, knowledge dissemination and scholarship. Hear how each graduate student found their specific scholarly identity in the overall project, and the unique experience this seminar format had for their professional goals. Challenges and strengths of the seminar will be shared, as well as how key features of experiential learning like relationship development, service learning and critical reflection played a role in the growth of the students.

Experiential Learning with Spheros for Elementary STEM

HwaChoon Park, University of Georgia

Robotics including spheros can be a good tool for elementary STEM education. Kolb’s experiential learning theory describes four stages of learning processes: abstract conceptualization, active experimentation, concrete experience, and reflective observation. In an undergraduate course (EDIT 2000), the instructor practiced the theory, guiding students to develop elementary STEM subject lesson plans by integrating spheros to their lesson plans. For this, they explored functions of spheros and their related apps. Next, they designed chariots for a sphero to carry using an app. They experimented their chariots as first models, observed, and modified their models. Next, they had a sphero chariot race. Finally, they developed lesson plans for elementary STEM classes. In order to enhance their experiential learning, the instructor inspired students to critically reflect their activities using the DEAL model. Examples of chariots, lesson plans, critical reflections of students, and demonstration of an app will be presented.

Evaluating the Performance of MOWR Students in STEM Courses as an Indicator of Overall Success in Higher Education

Breana Simmons, and Lena White, East Georgia State College

High school students in Georgia have the opportunity to earn college credit through a dual enrollment program called Move On When Ready (MOWR). MOWR allows 9th through 12th grade students to fulfill secondary and college graduation requirements simultaneously by completing college level coursework. A student who enters MOWR as a 10th grader could easily attain an associate’s degree and a high school diploma in the same year. In fact, students in MOWR are more likely to enroll in college after high school and earn a college degree. Additionally, MOWR students benefit from the ability to take advanced coursework for their chosen careers. In this presentation, we will discuss course-specific data on student success rates of MOWR students and their overall retention and graduation rates, in comparison to traditional students entering college after high school. Several factors that influence academic success of MOWR students, such as academic support, ethnicity and socioeconomic status, are addressed.

Critical Thinking Analysis

Mina Vora, East Georgia State College

The aim of this project was to emphasis the idea of critical thinking when tied to the concept of variability in statistics on a study carried out at East Georgia State College (EGSC). Group work played tremendous role in having the students learning from each other enhancing the concept of scaffolding. The results of this project will be discussed in detail in the report that will be presented.
Developing Undergraduate Research Assistants using Graduate-Focused Mentorship

Simon Higgins and Rachelle Reed, University of Georgia

Much like a goldfish living in a small bowl, students who are never placed in an environment of growth rarely reach full potential. The mentorship starts with an individual interview and progresses with communication of expectations, close supervision and mutual respect. Undergraduate students enrolled in our applied clinical research practicum are equipped with skills usually acquired at the graduate level through our integrated experiential learning opportunity. At the completion, undergraduate students are further positioned to obtain admission to an allied health graduate program. Importantly, this generativity also results in professional development being realized by the doctoral student mentors.

Using Flipgrid Videos to Promote Active and Social Learning in Online Classes

Amy Murphy, University of Georgia

I will share ways that I have used Flipgrid in my asynchronous online courses to achieve various goals. First, written responses to course content can get tedious and exhausting for both the students and the instructor. Flipgrid provides an alternate mode of response that can be refreshing. In lieu of meeting face-to-face, Flipgrid also allows students to react to the content in a way that might be a bit more authentic and less scripted than a written response. It is important to provide the opportunity for students to articulate their thinking verbally. Finally, Flipgrid has helped me develop a classroom community and personalize my classes by having students respond to each other in video.

Show Us What You Have Learned: Concept Visualizations in the Undergraduate Classroom

Christian Pettersen, University of Georgia

In this presentation I examine ‘concept visualizations’ - a term I use to describe students’ visual depictions of key terms and course readings. I draw on experience teaching Introduction to Cultural Geography of the United States to show how concept visualizations can serve as an active learning strategy that encourages learning through peer collaboration. I suggest that concept visualizations allow students to receive in-the-moment feedback from their instructor and from their peers. Finally, I propose that as part of exam preparation, concept visualizations benefit students and instructors.

Using a Two-Course Collaborative Project to Promote Integrated Curriculum Learning and Thinking from Multiple Perspectives

Julie Shearer and Bagie George, Georgia Gwinnett College

Our aim is to challenge students to learn and understand concepts so that they can apply them under different contexts, instead of just compartmentalizing their knowledge within one course. We have assigned a two-course group project that combines students from Microbiology and A&PII. Disease and immunity are topics covered in both courses but are taught with a different focus. A collaborative project, utilizing microbial disease as a central theme and combining students from the two courses, was designed to encourage students to think critically from multiple perspectives. Microbiology students were anticipated to concentrate on the microbial actions, while A&PII students were expected to focus on the human physiological responses, thus creating a more thorough project.
Engaging College Algebra Students Using MiA (Mathematics in Action) Labs

Alvina Atkinson and Angela Lively, Georgia Gwinnett College

The authors have incorporated the use of real world laboratories into their co-requisite college algebra sections to engage students in active learning laboratories in STEM fields. The courses are taught in a physics lab/computer lab environment. The course model and results will be presented.

The Final Word as a Method of Practicing Discussion

Todd Dinkelman, University of Georgia

The final word is a useful protocol to foster productive discussion focused on unpacking key ideas and questions participants bring to careful reading of texts. Not only does the protocol allow students to think together about shared texts, but it also structures a kind of discourse that I argue embeds dispositions helpful to democratic forms of talk and inquiry. Chief among these dispositions is an often overlooked, but still crucial, aspect of “thinking together” -- listening. Like many other aspects of shared deliberation, I argue listening is a competency we should seek to nurture in our classrooms. Some part of listening may come naturally, but the democratic ideal of deliberative discourse suggests we do well to provide opportunities for students to practice the sort of careful listening made possible by this protocol. This presentation will describe the protocol and provide reflections on its use.

Teaching Students to Write Good Quiz Questions: How and Why it Benefits Both Students and Teachers

Leanne Purdum, University of Georgia

Is there value in asking students to write their own quiz questions? Does the value extend beyond learning the answer to the question they write? In this presentation I discuss the “Quiz Fridays” from my summer class, where students wrote their own quizzes to wrap-up each week. I propose that students can write useful quiz questions, and that the process of writing questions helps them make connections to class material that go beyond the content of the individual question. I will share what didn’t work, and discuss with participants how to make quiz writing a process that benefits the students and the instructor.

Teaching to Connect with Outcomes

Dr. Shinaz Jindani, Savannah State University

Competency based outcome measures, across the continuum of learning does provide useful information as it includes; Introduced, Practiced, Reinforced and Mastered scale. This may be the first step in outcome measure but not a sufficient one. Summative measures can indicate synthesis of the knowledge and integrative thought process that fosters higher order thinking. Careful selection of Pedagogical Methods can extend its results and connect with outcomes. This presentation will discuss the Project Based Learning and how it demands an integration of knowledge learnt in all classes. It is truly an outcome indicator which demonstrates the synthesis of learning between and amongst courses including the internship experience. The indicator points to the accumulation of learning thus far and how it contributes to the sense of self efficacy.
Engaging Students in Inquiry through Virtual Field Experiences

Daniel Capps, University of Georgia

Bringing students into the field is an excellent way to engage them in inquiry in many disciplines. Unfortunately, we do not always have the means nor the time to make such experiences possible. A promising way to engage students in fieldwork is through a virtual field experience (VFE). In this presentation I will describe what a VFE is, through an example in earth science, and share some useful technologies that can be exploited to provide high quality VFEs for your students.

A Taxonomic Nightmare: Using Fire Ants (Hymenoptera: Formicidae: Solenopsis) as a Model to Teach Species Concepts and Delimitation

Pablo Chialvo, University of Georgia

The current project is an active learning activity designed to teach the difficult (but important) concept of species in an evolutionary biology/genetics course. The overarching theme would be how researchers go about naming species and how difficult it can be depending on the data used. Students would be broken up into groups and given a species definition and a set of data. They would then be asked to use that definition as a framework for analyzing the data and determining how many species are present. Each group would present their definition and how they used it to reach their answer. After the presentations, we would reconvene and discuss how their answers differed greatly, though they were looking at the same organisms. This would lead to a discussion of how the speciation process actually works and how these discrepancies could cause issues in a host of real-world scenarios (e.g., conservation).

It Depends! Examining Human Sexuality through Diverse Texts

Melissa Kozak, University of Georgia

The focus of this presentation/dialogue will be about utilizing diverse texts as tools to examine human sexuality. In Human Sexuality across the Lifespan, learning objectives include student knowledge of content (e.g., development; anatomy) and students’ ability to communicate about sexuality in diverse settings and make informed life decisions. To make the content as relevant and accessible as possible, I ask students to think critically about how sexuality is presented in historical texts (Richard von Krafft-Ebing; Havelock Ellis), as well as modern fiction novels (Forever; Memoirs of a Geisha). Pedagogically, I am interested in how the utilization of diverse texts impacts student knowledge and personal development. When the focus shifts from explicit facts (e.g. textbooks) to implicit meaning (e.g. historical texts and novels), does the learning process change?

Setting Students up for Failure: Notes on Teaching about the Information Society

Chris Richardson, Young Harris College

In our digital age, which some scholars see as the pinnacle of technological achievement and others denounce as a descent into the shallows of thought, teaching students to navigate the information society in a communication class can be both challenging and rewarding. In this presentation, I discuss how I set my students up to fail their specific information retrieval assignments and why I have found this to be a beneficial learning experience for both them and myself.
Making Linguistic Study Experiential through ePortfolio

Leslie Gordon, University of Georgia

The introductory linguistics class often challenges students more than they anticipate. Yet abstract concepts are more within reach to students taught under the experiential pedagogy of ePortfolio. Two semesters of data taken from students using ePortfolio in an introductory Spanish linguistics class demonstrate that students are able to critically observe language use both inside and outside the classroom and to reflect on the applications of course concepts to their observations. The second iteration of the ePortfolio project utilized the assistance of Honors students to serve as peer tutors and reviewers in the construction of ePortfolio and to gather formative classroom data on the effectiveness of the project. Analysis of the project indicates that students were more likely to apply course concepts to their observations and use of language after a semester of ePortfolio use.

Implementing an Integrated Mathematics OER Platform in Blended Learning

Minsu Kim, University of North Georgia

Even with the increasing use of educational technology, students in math courses still have limited engagement and lack student-centered learning opportunities with technology inside and outside of class. Math instructors who try to reduce student cost of learning materials have difficulties adopting affordable open educational resources (OER) because of a plethora of OER. This presentation will describe a project designed to enhance student engagement and student-centered learning opportunities inside and outside class in a blended learning environment and to provide an integrated math OER platform to accelerate the use of high quality OER for no-cost-to-students learning materials.

Using the ConcepTest to Increase Student Engagement and Understanding

Melinda Maris, Vesalius College

Eric Mazur’s ConcepTest is a formative assessment technique that incorporates peer instruction and generates natural critical learning environments. This method has been extensively validated to increase student engagement and student understanding. The ConcepTest’s structured process involves every student in a class, providing informative, real-time feedback to the students as well as to the teacher. It also enables students to develop skills that underlie and support deep learning, including self-assessment and self-adjustment. When designed thoughtfully, the ConcepTest can be used to uncover and dismantle misconceptions and build correct cognitive frameworks. This method can be adapted for any discipline, instructional level, and class size. It requires a minimal investment of time and resources, and it can be implemented in both high-tech and low-tech classrooms. Applications for both face-to-face and online courses will be discussed.

Video Lectures and Guest Experts to Convey Content in an Online Non-Majors Natural History Course

Chris Peterson, University of Georgia

We have initiated an online Georgia natural history course, in which a central feature is a set of video lectures done at various natural habitats throughout the state of Georgia, complemented by guest appearances of regional experts on important topics or habitat types. The videos are all ≤ 20 minutes long, to keep viewers’ attention, and include subtitles emphasizing major points being discussed. This approach utilizes a camcorder brought to each field location, Windows Movie Maker video editing software, Powerpoint, and Screencast-o-Matic screen capture software. It appears thus far that the approach is well-liked by the students.
Experiential Learning through the Use of Student Consulting Teams

**Dennis Barber III, Armstrong State University**

As the Director of the Small Business Institute at Armstrong State University, I facilitate a capstone option course called Small Business Consulting. This course engages student teams with a local small business. The students are trained in professionalism since the course is not your typical academic setting. They are also given the requirements for their consulting report. The primary focus of this report is a list of actionable recommendations which the students will make to the small business owner(s)/manager(s). The importance of tone when writing these recommendations is emphasized throughout the semester. I normally meet with each student group once a week where they are to deliver a portion of the report and a team progress report detailing the week’s activities. Each student agrees to spend at least 100 hours on the project. The report is delivered to the client at the end of the term accompanied with a presentation.

Combining Small-Group Discussions and Problem-Solving in First-Year Composition Courses for Better Student Engagement

**Anish Dave, Georgia Southwestern State University**

A common frustration among instructors of first-year composition courses is that their students are not engaged in the readings. Scholars of critical thinking, such as Richard Paul (1993), and composition, such as John C. Bean (2011), link critical thinking to problem-solving and dialogical thinking. I will explain how I combined small group discussions and problem-solving to improve student engagement in my first-year composition courses, using tools such as sketch pads, markers, task sheets, posters, and flip charts.

Bringing Teaching Methods to Life: Flipgrid as a Way to Teach Instructional Strategies to Preservice Teachers

**Alicia Davis, University of Georgia**

This presentation will describe how Flipgrid was used in an undergraduate class on methods of instruction for K-12 students with severe disabilities. After learning about various teaching strategies, university students role-played using one of the strategies to teach a skill and then filmed themselves demonstrating the strategy. Their video submissions were critiqued by the presenter, who also served as the course instructor. Final video demonstrations were shared with the class to provide participants with multiple examples of how strategies might be used in a classroom setting. Participants reported that the Flipgrid app was easy to use, that the activity was enjoyable, and that the shared videos helped them to better understand how methods might be implemented in a K-12 classroom.

Go Formative and Get Reading!

**Stephanie Wallace and Stephanie Stewart, University of North Carolina Charlotte**

Go Formative is a new tool that allows student to work in an online interactive environment and educators to track learners’ progress in real time. In this presentation, we will model how Go Formative can effectively be used in both the ESL and university writing classroom to address reading comprehension of both fiction and nonfiction texts. We will focus on the ways in which Go Formative promotes success for students with various learning styles and allows students to develop further critical reading skills. This tool is also easily incorporated into online classes; and we will discuss how Go Formative can create a collaborative environment for students taking both face-to-face and online courses.
Google Docs as Dialogue Journals
Amy Heath and Hunter Strickland, University of Georgia

Our teacher preparation program utilizes dialogue journals (Allen, et. al, 2015) through Google Docs as a space for teacher candidates to develop a professional voice as a reflective practitioner, member check observations and learning with mentor teachers and professors for validity, connect the learning happening in the university and school classroom despite geographical and chronological barriers, deepen professional relationships, apply content and process knowledge, build confidence in speaking and listening through sharing, and create a textbook of wisdom that the teacher candidate can carry into the first year as a certified teacher when this information will be useful.

Practice Makes Perfect: Examining the Outcomes of Undergraduate Students
Bethany Hamilton-Jones, University of Georgia

The predominant mode of instruction in higher education is traditional lecture (Lammers & Murphy, 2002). This is of great concern with regards to teacher preparation programs during which students are expected to demonstrate content and skill mastery within a teaching context. This research focused on examining undergraduate students’ knowledge, perception, and use of an evidence based practice, Opportunities to Respond (OTR), using an experimental pre-test-post-test design. In learning about OTR, students were either assigned to a distributed practice plus performance feedback condition or a massed practice condition. In addition, all students performed a micro-teaching lesson that was video-recorded and coded for the rate, accuracy, and complexity of OTRs. Preliminary results suggest significant differences between the two conditions. Discussions include creating curriculum for teacher candidates that provides sufficient practice with feedback in order to develop deeper understandings and self-efficacy with evidenced based practices.

Using A Systems Web to Demonstrate the Always, Already Connectedness of School’s Communities
Matthew Moulton, Gayle Andrews, and Hilary Hughes, University of Georgia

Seeking a visual representation of the interconnectedness of different systems in students’ communities and lives, instructors modified a food web activity to demonstrate how action or inaction will always, already influence societal systems whether individuals acknowledge it or not. After collaborating on a definition for systems, students were given an index card with a particular system (local politics, teachers, students, corporations, etc.) and were asked to make connections between their system and another student’s system. These connections were modeled with yarn and the result was a complex interconnected web of systems. Once the connections were made, students were then given scenarios and asked to pull on the yarn attached to their card if they felt that their system would be directly impacted. The result was a web filled with students feeling the impact of scenarios on distant systems which on the surface seem to be unconnected.

Boost your Students’ Engagement in Course Readings Utilizing Group Forums through eLC and Think-Pair-Share Strategy
HwaChoon Park, University of Georgia

How can undergraduate students be more engaged in course readings? The instructor in an undergraduate course utilized eLC discussion forums as a class group discussion tool for course readings. Also, the instructor employed the “Think-Pair-Share” strategy. Discussion forums via eLC helped students comprehend course readings better. How to create group discussion forums through eLC and how to facilitate “Think-Pair-Share” will be presented and shared.
Telecollaborative Teaching and Learning of Russian at UGA

Victoria Hasko and Olga Thomason, University of Georgia

The presenters will discuss past and present telecollaborative projects between UGA’s Russian program and universities in Moscow and the Russian Far East funded by the National Endowment for Humanities and the Eurasia Foundation. The project will highlight innovative opportunities for teaching intercultural communication and contextualized second language practice that new technological tools allow.

Organize and Share Your Web-Based Course Material With Bundlr

Matt Norsworthy, Ashford University

Faculty are always finding articles, websites, and presentations that they like in relation to their research interests, projects, teaching, or even just personal interests. The problem lies in keeping track of all of these findings, organizing them, and then being able to share them with others. Bundlr is a wonderful tool for faculty to curate all of these web-based sources for their students in addition to organizing sources they have collected in relation to various research, writing, or other academic projects they want to share without trying to dump the proverbial “file cabinet” on someone. Bundlr is free and has been a great online tool for me in teaching online English and humanities courses as I collect and share the relevant sources with my students via social media and in the course. Bundlr can be quite innovative for faculty teaching any subject in a blended, online, or traditional classroom.

Adapting the Q Sort Methodology for Instructional Purposes

Lloyd Rieber, University of Georgia

The 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 form that resembles an inverted normal curve. Although the 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 the apparatus for conducting a Q sort is difficult to prepare in its traditional, paper-based form. To meet this challenge, a prototype of a digital version of a Q sort tool was built. The purpose of this research was to use formative evaluation procedures to revise the prototype while concurrently designing an appropriate instructional strategy for integrating the Q sort activity within the teaching of graduate-level courses.

Effectiveness of Different Video Formats in Flipped English Classes

Duygu Umutlu, University of Georgia

The increasingly popular flipped class format typically uses video-recorded presentations that students can view at home in place of class lectures, freeing up class time for more active, collaborative learning and coaching. However, little research has been done to investigate the best format for these videos, especially in language classes. This presentation will briefly cover the results of a study on whether system- vs. learner-pacing and images accompanied by text vs. oral narration were more effective for the learning of 127 students in writing classes in an intensive English program at a public university in Istanbul, Turkey, and discuss implications and further questions for developing effective video presentations for flipped classrooms.
Project-Based Courses: Activities, Tools, and Methodologies for Learning, Design, and Research

Larry McCalla, University of Georgia

This proposed presentation will describe the design of an upper-level elective course offered to all undergraduate students at UGA. The course has a project-based orientation with an emphasis on activities during face-to-face class meetings. These activities and their outcomes will be discussed. Additionally, the evolving research methodologies used to research learner development during the course will be described. Finally, tools used by both learners and the instructor to achieve course goals will be shared. The challenges and successes involved with the selection, creation, and evaluation of activities will be open to discussion.

An Introduction to the Instructional Conversation Pedagogy: An Evidence-Based Model for Supporting Linguistic and Concept Development

Paula Mellom, Rebecca Gokee, Jodi Weber, and Rolf Straubhaar, University of Georgia (CLASE)

This presentation provides an introduction to the pedagogical components of the Instructional Conversation (IC) pedagogical model. This intervention consists generally of a regularly-scheduled teacher-led event with three to seven students, lasting about twenty minutes, with a clear instructional goal. In this model students regulate their own speaking turns, everyone participates, and the teacher speaks no more than 50% of the time. The IC allows for formative assessment by the teacher of students’ comprehension of concepts and language development, as well as for close assistance by the teacher at the points needed either by individual speakers or by the group, while also providing an authentic environment in which students can use academic language and practice applying concepts in a low stakes environment. While this method has been extensively tested in K-12 settings, this presentation will outline the components of the pedagogy and give examples of how it has been and can be implemented in undergraduate classrooms.

Reading Hegemony Against Graffiti Walls: On Teaching and Learning Gramsci

Ayan Mitra, University of South Carolina, Columbia

While dealing with theorists like Gramsci, it is a categorical imperative that we come up with innovative methods of teaching them in an undergraduate classroom. The most important feature of classroom teaching is a democratic way of learning. Thus while teaching Gramsci’s hegemony in class, I came up with the idea of a rotation based discussion with “graffiti walls”. The entire class was divided into groups of three. Each group was given a poster with a prompt. While they discussed the prompts, they were supposed to write down their thoughts on the poster boards in the form of words, symbols, pictures, etc. The groups then switched from one graffiti wall to another while continuing to discuss and mark up the posters. The end product was four complete posters with their own inter-group discussions. The final rotation allowed the groups to move to their original poster to see the end product.

Integration of a Filmmaking Project into a Team-based Learning Course

Lillian Sattler, University of Georgia

The proposed presentation will describe the planned implementation of a team-based filmmaking project integrated into a 2-credit hour TBL course, mandatory to all 1st year PharmD students (n=145) in Fall 2016. Filmmaking is an underutilized, but effective context for active learning in Millennials as it appeals to 9 behavioral characteristics of this generation (format agnostic, nomadic, multitasking, experiential, collaborative, integrated, principled, adaptive, direct). Team video projects further expand on soft skills gained through TBL by training students technology and organizational skills while showcasing critical thinking. A selection of high-quality videos will be utilized to create a Continuing Education program for practicing pharmacists in Georgia. The project was funded through a College of Pharmacy Faculty Achievement in Classroom Teaching grant.
Incorporating Metacognitive Instructional Strategies Into an Online Course

Amanda Ferster and Katherine Raczynski, University of Georgia

Employing metacognitive skills enables students to transfer their knowledge to novel environments and facilitates continuous independent evaluation of their learning. Some instructors believe metacognition—thought processes used to plan and assess understanding—is innate or well-developed by the time students enter college. Unfortunately, this is not the case. Experts have found that underdeveloped metacognition may be a root cause of students’ academic struggle. This is especially true for online scholars, where independent monitoring of one’s learning is paramount. This presentation provides instructional strategies, embedded in the metacognitive approach to instruction, within the online learning environment.

But is That Really True?: Using a Social Norms Approach to Teach Explore Student Assumptions And Beliefs

Jennifer George, University of Georgia

Teaching issues of diversity and social justice can be an intimidating and daunting venture. Incorporating social norms theory has been an invaluable tool in helping students challenge their own assumptions, values, and attitudes around issues such as religion, race, class, and gender differences (and similarities) in the United States. Traditionally used in the field of health education and promotion, social norming builds common ground between cultures and populations by addressing misperceptions and judgments of “others” different from ourselves. This approach has been successful in helping students recognize their own bias and socialization in understanding social context of human development. This presentation will present an applied example of using social norms theory to find social understanding and meaning around an issue of diversity.

Interdisciplinary Topics in Honors Courses

Claudie Massicotte, Young Harris College

This presentation explores innovations following the implementation of an Interdisciplinary Studies program at Young Harris College in 2014-2015. I describe how, after evaluating growth possibilities for the program and assessing students’ strengths, I established new initiatives to enrich the major. One of the most successful, yet low-cost, initiative was to design and identify courses involving interdisciplinary perspectives on specific topics. In particular, I discuss my Honors seminar, designed under the topic of Interdisciplinary Perspectives on Trauma. The seminar, approaching the topic through literature, arts, psychology, history, and philosophy, was designed with Interdisciplinary Studies students in mind, but became one of the most praised and popular courses among the broader Honors student population. This unexpected success revealed a desire, among the College’s high-achieving students, to engage with divergent question-based learning strategies involving multiple perspectives, which in turn led to transformations of our Honors program.

Incorporating Space and Place in Teacher Education

Elizabeth E. Saylor and Hilary E. Hughes, University of Georgia

Research reveals that over the past few decades, Geography is a field of study in which individuals in the United States have consistently struggled in their proficiency. The presenters will share innovative instructional practices focused on the topic of teaching and learning geography, including concepts of space and place.
The Value of a Second Chance in Learning How Not to Plagiarize

Richard Halstead-Nussloch, Kennesaw State University

In teaching graduate courses in information technology, I have noticed a trend to submit “mash-ups” of material scraped off of the web. Often, this is done without attribution and also often as a result of intellectual naivety resulting from cross-cultural experience. Recently, I have adopted the approach of providing a “second chance” to re-submit papers after feedback, resulting in about 70% success in removing the plagiarism. I will outline this “innovation” and how it works both in the classroom and online.

Augmented Reality For The Classroom - Adding Augmented Reality Components To Your Classroom

Charles Weiss, Clemson University

In today’s technologically savvy world, it is important for educators to stay on top of the latest technology. Our students are heavy users of smartphones and apps, and if we can take advantage of this, we can better reach our students. Augmented reality allows teachers to use a printed piece as a trigger to launch a digital application on a digital device, such as a phone or tablet. The trigger can cause a simple interaction like launching a website or a video, or it can be a more complicated interaction and allow a 3D image to show up on the digital viewing device. The possibilities are endless, and the technology continues to advance every year. This session will investigate augmented reality and how easily you can incorporate this exciting technology into your classroom and your projects.

Genius Hour in Teacher Education: Inquiring Minds Want to Know

Kathy Thompson and Gayle Andrews, University of Georgia; Conor Naughton, Hilsman Middle School

How can issues of social justice be integrated into a middle grades math classroom? How do extracurricular activities benefit students? How significant is the role that athletic coaches play in the lives of adolescents? These are some of the questions that middle grades teachers and teacher candidates investigated via the Genius Hour inquiry initiative at Hilsman Middle School as part of the UGA-Clarke County School District PDS partnership. Genius Hour provides opportunities for educators to investigate “passion projects”—issues of practice related to teaching and learning that they are passionate about researching. Inquiry focused on practice has the potential to make a positive impact on the quality of students’ school experiences, as well as inform our understanding of teaching and learning processes. Presenters will discuss how Genius Hour encourages reflective dialogue about teaching and learning and enhances our understanding of critical issues related to the education of young adolescents.

What do Faculty Think of Faculty Development? A Pilot Study on ITT Faculty Academy

Si Zang, University of Georgia

ITT Faculty Academy started in Fall 2011 with the mission to help introduce COE faculty to non-traditional teaching approaches and strategies. As of Spring 2016, 73 faculty members have participated in the Faculty Academy workshop and 31% of those participants have attended multiple times. A pilot study was proposed to explore faculty’s motivation to participate with the goal to improve the structure of the workshops to better accommodate faculty’s demands. The researcher conducted individual interviews with 7 faculty members who have participated in at least three workshops. The results of those interviews indicated that faculty’s motivation to participate and their expectations for future workshops are varied by a wide degree. This presentation will demonstrate an overall picture of faculty’s experience in the ITT Faculty Academy.
Bundle N
Facilitator: Bonnie Cramond

Using Tiki Toki to Create Timelines for Class Activities
Bonnie Cramond, University of Georgia, College of Education, Educational Psychology

This presentation will illustrate use of the Tiki Toki software to create an engaging visual timeline to use as an instructional tool. Timelines can be created in any content area and can illustrate key events, people, publications, etc. in 2 or 3 dimensions. The tool enables one to add visuals, descriptions, links, etc. so that students can see the relation of key events and people over time. I will show examples of timelines that others have created, and one that I created as an interactive tool for students to add to.

On Not Teaching a Lesson
Jim Garrett, University of Georgia

The practice described here is one in which an on-going weekly assignment is given for teacher candidates to share the difficult experiences of learning to teach. What the author calls an “observation seminar” is purposed to aid teacher candidates make sense of their work as teachers without proposing closed or prescribed solutions for how that work ought to be done.

Modeling and Role-Play to Increase Understanding and Transfer of Evidence-Based Instructional Strategies in Teacher Education
Tina Anderson and Deborah Linscott, University of Georgia

Instructors will discuss a three-phase instructional practice used at the UGA Griffin campus designed to increase pre-service teachers’ understanding and ability to transfer the use of evidence-based instructional strategies to field based experiences. The three phases include (1) flipped classroom with reading or online modules prior to class, (2) instructor modeling with classroom role-play, and (3) student demonstration with classroom role-play. 100% of the students participating reported high levels of learning through the experiences as compared to traditional methods of instruction in face-to-face and online class delivery.
Exploring the Use of the Snapguide Mobile Application in Physical Education Courses

Leah May and Ilse Mason, University of Georgia

The use of mobile technology in education allows teachers to extend technology-enhanced learning from the traditional classroom environment into other settings including Physical Education spaces. Snapguide is a mobile application that efficiently simplifies making and sharing “How-To” guides. Mobile applications, such as Snapguide, have the potential for independent and collaborative student engagement and can contribute to learning and assessment objectives in Physical Education. Two case studies on the innovative use of the Snapguide application for peer teaching and informal skill knowledge assessment are presented.

Exploration Through the Art of Storytelling

Darius Phelps, University of Georgia

This presentation will describe a project designed to encourage young students to explore their leadership potential and to discover more about themselves through various forms of expression. Daily, the class engaged in the students’ favorite activities, such as building life-size castles and role playing as super heroes in order to support their ability to be gifted and creative. From the foundation of the students’ discoveries, the teacher was able to individualize lesson plans based off of their strengths and weaknesses in order to help them grow developmentally.
Gamification of a Nursing Microbiology Course: Initial Impacts on Attitude, Engagement & Collaborative Learning

Wendy Dustman and Julie Shearer, Georgia Gwinnett College

Gamification of curriculum isn’t just about using games in the classroom – it integrates game elements and game-thinking in course design to engage students, promote learning, motivate their action, and develop problem-solving skills.

Using elements of game play (experience points, quests, PvP battles, etc.), students were guided along their educational journey which was transformed to make the learning experience more compelling while encouraging development of problem-solving skills, focus, and a drive exceed minimum goals. Rewards and incentives motivated student-players to continually improve (“level-up”) and add to the sense of enjoyment of participating.

This session describes the transformation of a traditional Nursing Microbiology course into a richer learning experience using gamification. This gamified course design was modeled after a multiplayer role-playing game (like World of Warcraft) where fighting “monsters” and performing “quests” were regular events. Student feedback from two pilot semesters and current experimental design plan will be discussed.

Finding Time for Active Learning: Redesign of an Introductory Biology Sequence

Lisa McDonald, Emily K. Prince, Kerry A. Hansknecht, TD Maze, and Mark J. Pilgrim, Lander University

Although there is overwhelming evidence supporting the idea that active learning in the classroom increases higher-order learning by students, finding the classroom time to dedicate to these activities is increasingly difficult in scientific disciplines with continually expanding knowledge bases. Deciding which topics are most important and require the most intense coverage is particularly challenging in courses that are taught by multiple instructors. We are redesigning our introductory biology sequence for majors with the following goals: 1) identify foundational themes to which students need early exposure, 2) extend the coverage of particularly difficult topics and competencies, 3) create classroom activities and assessments that will reinforce the more difficult or important foundational themes, and 4) increase discussion and cooperation among instructors teaching these courses in order to ensure that the first three goals are consistently met.
Panel Participants

**Justin Dooley**
Justin’s primary interest in Social Studies Education developed through his passion for discussion of current and reoccurring societal issues. Inherently, social studies is by nature steeped in all things social. As such, this field offers a perfect opportunity for teachers and students to discuss and develop ideas for the future.

By definition, innovation requires a sense of urgency to develop new methods and practices that promote more positive results. Related to teaching, innovation requires teachers to constantly find and incorporate practices that engage students in critical thought, develops a community’s sense of mutuality for a specific purpose, and facilitates deliberation and oral interactions geared toward shared understandings.

**Will Fasbender**
William J. Fassbender is a second year doctoral student in Language and Literacy Education at UGA. His current research interests center around digital literacies, comics, and pop culture in educational spaces. Before pursuing his Ph.D, he was a middle grades English teacher and instructional coach for six years at a charter school in Wilmington, North Carolina.

Innovative teaching practices must be modeled to encourage students to think differently about their own English education pedagogy.

**Simon Higgins**
Simon joined the Ph.D. program at UGA to fulfill his passion for teaching, research and service. His goal is to develop students academically and professionally while also building character.

Innovation means meeting the needs of today's students through the use of contemporary teaching and mentoring models, tools and technologies.

**Kyoungshin Kim**
Kyoungshin is interested in learning more through research about human resources and organization development.

Innovation means bringing valuable changes to provide a better learning environment.

**Larry McCalla**
Larry’s Interests in Instructional Design, learning theory, and helping people learn drew him the idea of using his experience in ways that help achieve learning goals for both learners and institutions.

Innovation means paying attention to the particular group’s characteristics and customizing learning activities for that group. Innovation in teaching is multifaceted, with the fundamental aspect of innovation being the personalization of any formal learning environment based upon learner characteristics and course goals.

**Natalia Mejia**
Natalia became interested in special education when she noticed that differentiation often leads to alternative teaching methods and strategic planning to support students as they learn.

Innovative teaching means using different strategies and materials to present information in order to meet the various needs of the students.

**Tameka Oliphant**
Tameka was drawn to the Counseling and Student Personnel Services program because of the program’s focus on social justice.

Innovation means teaching in a way that uses creative strategies to reach the most marginalized learners in the classroom.

**Kayla Pritchard**
Kayla's background as a middle school science teacher led her to join the Science Education Ph.D. Program. She has a passion for both education and for science and enjoys engaging in the process of research that will help further her field.

Innovation in teaching is understanding epistemology and the theories of learning and applying theory to practice in the classroom. Good teachers experiment, design and interpret data, and revise their methods daily.
Planning Committee

Nicholas Holt, CHDS, conference chair
Gretchen Thomas, CIS, conference co-chair
    Jeff Rieter, graphic designer
    Daniel Capps, MSE
    Todd Dinkelman, ETAP
    Margaret E. Hines, EPIT
    Sara Kajder, LLED
    Ralph Knapp, OIT
    George Henry McMahon, CHDS
    Ilse Mason, KINE
    Lloyd Rieber, CIS
    Kathy Roulston, LEAP
    Kristin Sayeski, CSSE

Helene Halstead, conference coordinator
    Yang Liu, poster coordinator
    Si Zhang, keynote liaison

Ron Braxley, videographer
Lisa Rainford, program design
We are Smarter than Me

— Libert & Spector, 2008