From the Classroom to the Community: Inspiring Students to Get Involved
Presented by: Molly Brennan and Elle Preston - University of Michigan-Flint

Ever heard your students say “Why do I need to know this? I’ll never use this!” Come to this session to learn how to never hear that phrase again! Every student is a potential change maker outside of the classroom. Inspiring calls to action for emerging community and globally impactful issues as educational enrichment is easier than you think. Join our session to discover evidence-based ways to get students thinking and acting beyond the classroom. Nothing is as exciting as watching that spark ignite as your students connect to their own inner change maker.

Using Stories to Teach Across Disciplines: A Successful Model
Presented by: Molly Brennan, Amy Yorke, and Julie Hollenbeck - University of Michigan-Flint

“Tell me a fact and I’ll learn. Tell me the truth and I’ll believe. But tell me a story and it will live in my heart forever.” - Indian Proverb. Storytelling as a teaching mechanism is highly effective on multiple levels. Storytelling can facilitate critical thinking skills, is memorable, offers a personal touch point and can help build bridges between multiple disciplines and creates real world learning as opposed to isolated experiences. This presentation will demonstrate a unique interdisciplinary collaborative teaching model that is currently being successfully implemented through partnership with three separate departments at the university level. The use of storytelling combined with interdisciplinary teaching facilitates continued learning, interest and education in a new discipline, collaboration with peers, making connections between what is known and new ideas, working from new and different perspectives, problem solving, creativity and critical thinking among students.

Use Your Tools: Your Voice, Your Look and Your Space
Presented by: Shelby Newport, Stephanie Dean, and Lisa Borton - University of Michigan-Flint

We often spend so much time focusing on syllabi, lectures and course preparation that we forgot to give attention to the most basic tools: our vocal instrument and visual presence in the classroom. This workshop will tackle some of the common vocal obstacles teachers face including hoarseness and difficulty projecting. Panelists will address these issues and lead vocal exercises that can be done in the office and at home to help prepare you for a long day of lecturing. The session will also give you tips and tricks to make your visual presence more engaging in the classroom.

The Black Box Activity: An Introduction to Inference in Freshman Science Courses
Presented by: Tracy Wacker and Monique Wilhelm - University of Michigan-Flint

The black box activity is based on the “black box” concept, which is a phenomenon that is known to exist but the processes that cause the phenomenon to occur are hidden from view. The box contains items of unknown composition: substance, shape, mass, volume, quantity, etc. Students work in teams to attempt to determine the composition of the unknown items. While others have used the black box activity specifically to introduce the scientific method, we have found it to be useful in other ways. These include students learning the difference between inference, observation, and conclusion, learning to trust your critical thinking.
**True Grit: Leveraging Studio Art Pedagogies to Develop Grit and Character in STEM Students**  
*Presented by: Rich Dionne (Purdue University), Shelby Newport, and Joseph Reinsel - University of Michigan-Flint*

Delivering discipline-specific content material in STEM is no longer enough; instructors must find ways to develop non-academic and non-discipline-specific habits, mindsets, and skills in their students—sometimes referred to as “21st-century skills,” including such intangibles as “grit,” “character,” and “growth mindset” (Pellegrino). Borrowing from arts education practices that have shown some evidence of helping learners develop those skills—portfolios, desk critiques, public critiques (Reynolds)—may provide means of providing scaffolding for learners in other disciplines.

**DEEP Learning: Group Examinations in Biology Courses for Dual Enrollees**  
*Presented by: Anita Baxter Blough and Tracy Wacker - University of Michigan-Flint*

The claimed benefits of group examination include reduced test anxiety, improved student performance, course content retention, learning through collaboration, and demonstrating higher order thinking skills. The downside is verifying that all students in the group have earned the grade and determining whether students are deriving the above benefits from the collaboration. In this session, we will discuss the implementation of group examination into D.E.E.P (dual enrollment educational partnerships) biology courses, provide examples of group exam questions, and share our thoughts on the progress and evaluation of this assessment model in our courses.

**Opera-tunities: Designing Community Engaged Learning in Performance-Based Courses**  
*Presented by: Joshua May- University of Michigan-Flint*

Through the development of our “Opera-tunities” program, the students were able to share their passion for opera by performing a one-act of “The Three Little Pigs” to over 3,000 students in our local community to promote literacy through the music of Mozart. The music education students created unique cross-curricular lessons to bring to the classrooms prior to our performance. They focused on the connected elements of music in math, science, reading, story-telling, theatre arts, and foreign languages. Through the design of this project, we hoped to connect students to the fine arts through multiple channels of learning and musical performance.

**The Impact of Partner Patients on Learning**  
*Presented by: Amy Yorke, Jamie Haines, Mary Black, and Jolene Weesjes (student) - University of Michigan-Flint*

Service/Experiential learning courses are based on high-impact educational practices designed to deepen students’ learning, provide opportunities to apply course concepts, skill and knowledge in professional settings, reflect on their learning, and develop professional relationships. One example of experiential learning completed within a health profession program will be shared. Planning, implementation, learning outcomes, and lessons learned will be shared by the perspectives of faculty and students. Participants will engage in conversation about personal experiences with service/experiential learning as well as develop a potential service/experiential learning encounter to implement into their own teaching.

**Poster: Experiential Physical Therapy Education Through Working with Volunteering Patients: A Win-Win Situation**  
*Presented by: Bara Alsalaheen - University of Michigan-Flint*

Students in health sciences face tremendous challenges in acquiring psychomotor skills as they enter the final clinical internships. Experiential learning through the utilization of volunteer patients can
provide a safe environment for psychomotor learning and improve the readiness of the students to become entry-level clinicians. Sixty-nine Physical therapy students completed a 5-week exercise program with 69 local seniors as a part of Geriatric Physical Therapy class. A structured survey and qualitative review of the narrative statements demonstrate the overwhelmingly positive impact of this experience on psychomotor learning, attitude toward aging patients and the student readiness for full time clinical rotations.

**Poster: The Good, the Bad, and the Profound: Student Peer-to-Peer-Mentoring on a Faculty-Led Research Project**

*Presented by: Elizabeth KimJin Collardley - University of Michigan-Flint*

This presentation reports on how student researchers acted as both mentees of faculty/staff and important mentors of younger student researchers. The inclusion of students in faculty research projects enhances and deepens critical thinking skills. Students’ experiences are woven throughout the peer mentoring model.

**Poster: How Cultural Assumptions Disrupt Student Learning: Implications for International Students Attending US Universities and Instructors Teaching Overseas**

*Presented by: Lisa Féinics - University of Michigan-Flint*

This is qualitative examination of interactions between local students and foreign professors on the island nations of Aruba and Fiji. Students attending courses in Psychology and Social Work were asked in an open question format: 1) “What do your foreign professors believe about you that is inaccurate?” 2) “What should your foreign professors understand about you in order to instruct you better in the classroom?” Students in both countries felt misunderstood by their foreign professors. Cultural traditions, such as the Fijian emphasis on respect towards Chiefs

**Roundtable discussion: The GPA or the Job Interview: Can Speed Interviewing Enhance the Employment Process?**

*Facilitated by: Terry Thompson - University of Michigan-Flint*

Research literature has documented that personality and biographical characteristics predict job search success. While such results are well documented, today’s college graduates will encounter evolving skills’ demands, reduced employment opportunities, and the ever-increasing competition of unemployed qualified workers. Higher education is being criticized for its failure to provide students with needed competencies and skills required to excel. The researchers hypothesize that students who participate in pre and post job interviewing processes prior to graduation will become more confident, increase employment seeking self-efficacy, while enhancing applicant desirability. Lilly conference participants will gain enormous insight into speed interviewing for employment success.