

**Lilly Conference on College and University Teaching
Traverse City, Michigan
October 17-19, 2019**

Concurrent Session Presentations

Creating Highly Effective Classroom Environments

Molly Brennan, Lecturer, Public Health & Health Science

Creating and maintaining an effective classroom learning environment is crucial for students to develop critical thinking, oral presentation, and risk taking skills that can be used throughout the students life. This session will discuss how to create highly effective learning environments.

Abstract: Bueller.Bueller....anyone? Sadly, we've all had classes that remind us all too well of the 1986 John Hughes comedy "Ferris Bueller's Day Off." How do we create not only effective, but fun, dynamic and interactive classrooms? What can we do as educators to compete against smart phones, YouTube, Facebook and the instant gratification that young adults now have access to on an unlimited basis? What will make them WANT to attend your class? And more importantly, how do we create a spark to learn, question, analyze and debate. This session will discuss strategies to create highly effective learning environments that will serve to entice students into actively participating in their own education and quest for knowledge.

Getting on Page with our Students: Reading Across Disciplines

Stephanie Dean, Associate Professor, Theatre & Dance; Laura McLeman, Associate Professor, Math; and Suzanne Knight, Associate Professor, English

This session will look at reading across disciplines and discuss ways that we, as teachers, can support students to complete required readings for our courses.

Abstract: Our classes often come to a halt when students have not completed required readings before coming to class. Rather than becoming frustrated, we want to examine why this might be happening, and consider ways to support our students' growth in reading. This session shares data from students across three disciplines regarding challenges to reading, and presents ideas we can use to encourage students to come to class well read and ready to discuss and participate. Participants will take part in a hands-on exercise and leave with ideas to use in a variety of classroom settings.

Selfies and Academia?! Intended and Unintended Outcomes

Lisa Lapeyrouse, Associate Professor, Public Health & Health Science

Creative assignments utilizing selfies as well as ethical guidelines for taking selfies will be shared. In addition, practical uses for selfie data will be discussed.

Abstract: I use to take students at their word, devoid of evidence. Now, I require my students to take selfies as evidence of the work they have completed. In assigning students to take selfies, I unexpectedly generated program data in which my department has found multiple uses for. In this presentation, examples are given for creative assignments utilizing selfies as well as ethical guidelines for taking selfies in community spaces and with vulnerable populations. Practical uses of selfie data will be discussed such as using selfies for program recruitment and accreditation purposes.

Engaging Students with Research Through a Design Mindset Approach

Toko Oshio, Assistant Professor, Education, UM-Flint

Jeff Kupperman, Co-Executive Director, InGlobal Learning Design

Explore how a human-centered design mindset approach can help students engage with key issues and research literature in a field of study.

Abstract: This presentation explores how a human-centered design mindset approach can help students engage with issues and trends in a field of study, while providing context and relevance to their explorations of research literature in the field. The presentation uses a master's level Early Childhood Education course as an example of how a course can be revised to incorporate a design mindset approach, replacing a traditional research literature review assignment with an extended design task. An interactive activity will demonstrate two key aspects of this approach.

Creating 'Safe' Classroom Environments for Diverse Students

Carmen Stokes, Associate Professor, Nursing

This presentation will discuss ways faculty can create a safe and inclusive classroom for a diverse student body.

Abstract: Cultural diversity and inclusion are important aspects of higher learning. In fact, in the most recent years many universities have demonstrated a commitment to creating campuses that are more representative of the demographics of society at large. One way diversity and inclusion initiatives are being achieved is through the creation of Offices of Diversity and Inclusion, as well strategic plans that support these programs on campus. While many faculty members recognize the impact inclusive environments have on student success (for example, creativity and innovativeness); very few feel fully equipped to address issues in the classroom. Today's sociopolitical environment seems to be increasing those stressors. This presentation will discuss the author's qualitative research findings with African American students who attended PWI's, and share strategies faculty can use to create safe environments for students from diverse backgrounds.

Development of an Online Peer Observation Training Course

Tracy Wacker, Director, Thompson Center for Learning & Teaching and Jeffrey Drake, Instructional Designer, Office of Extended Learning

We developed an online peer observation training course and certification program at University of Michigan-Flint. We will share our development process and progress to date.

Abstract: We have been promoting a systemic peer observation procedure on our campus since 2015, but attendance at the two-day workshop had tapered off. We developed an online training course for peer observation in both face-to-face and online courses that would be self-guided and launched it in March 2018. The conversion from a face-to-face workshop to an online session, including course design considerations, will be the focus of this session. We will share our collaborative process, design optimization for training in the three-phase model of peer observation, nuts and bolts of our certification program and the feedback from participants.

Integrating Meditation into Pedagogical Praxis

Kristi Wilson, Assistant Professor, Nursing and Avianna Castro, Owner, Avi Om Studio

This presentation will focus on integrating meditation into the classroom. Participants will understand key concepts of meditation and experience a guided meditation.

Abstract: Have you noticed the large number of distracted students in your classroom? It could be in the form of anxiety, frustration, tension, or a sense of overwhelming angst. One way to create a peaceful learning environment is through meditation. The presenters will review the literature and first hand effects of meditation as integrated into the classroom. A certified meditation teacher will also take educators through a guided mediation.

Round Table Presentation

Assessing Outcomes of Service-Learning: Student and Community Reflections

*Emily Feuerherm, Associate Professor, Linguistics and
Kazuko Hiramatsu, Associate Professor, Linguistics, UM-Flint
Kenneth Williams, Assistant Professor, Management, Kettering University*

This roundtable discussion presents findings from a pre- and post-questionnaire of students' civic attitudes and community partnerships from three service-learning courses from two universities.

Abstract: Using survey data from students and community partners, we evaluated the impact of service learning in three courses at two universities. Although the courses differed across discipline (first year experience, TESOL, business) and level (first year, capstone), the majority of students shared a desire to make a positive difference in their communities. Comparing pre- and post-tests, we see changes in students' attitudes about community service, knowledge about the community, and confidence level related to interpersonal skills. Survey results from our community partners suggest that we were successful in establishing a mutually beneficial relationship.

This work reflects the collaboration of a Quad-POD Sponsored Faculty Learning Community

Poster Presentations

Framing for Meaningful Learning: A Critical Thinking Experience

*Nancy Grigg, Lecturer, Social Work, UM-Flint
Sherri Donovan, Professor, Math and Tammie Elgammal, Professor, Health Science,
Baker College*

This presentation discusses strategies to deepen student learning and critical thinking, as well as how instructors can introduce and connect critical thinking to multiple disciplines.

Abstract: Since 2015, our FLC has focused on activities and strategies to deepen student learning and critical thinking skills, and techniques instructors can use to introduce and connect components of critical thinking to the content of our disciplines. Our FLC represents four institutions of higher learning in four academic disciplines. Our FLC identified: an article to introduce critical thinking; a survey to assess students' ability to apply critical thinking; and "piloted" an activity using the selected article and survey. After we completed the pilot experience in our classes, we shared our preliminary results throughout the year.

This work reflects the collaboration of a Quad-POD Sponsored Faculty Learning Community

Interprofessional Education and Collaboration in the Graduate Nursing Mental Health Courses

Judy Haefner, Associate Professor, Nursing and Marilyn Filter, Associate Professor, Nursing

Students in Doctor of Nursing Practice and post-masters mental health certification program enrolled in the mental health terminal practicum course participated in a quasiexperimental study to develop essential knowledge and skills for integration of interprofessional education/collaboration.

Abstract: The presentation discusses the learning activities to introduce interprofessional education and collaboration in a clinical practicum mental health course. Students completed written assignments based on the four core values of IPEC as applied to their experiences managing care based on an interprofessional collaboration model. This IPEC learning intervention supports student learning by providing a stepwise approach for a practice change to improve health outcomes. Significant findings: Individuals in my profession must depend upon the work of people in other professions. Pre - Strongly agree: 37.6% Post strongly agree 66.7%. Individuals in my profession trust each other's professional judgment. Pre Strongly Agree 37.5% Post Strongly Agree 11.1%

Practicing What We Preach: Differentiating Instruction in Higher Education Classrooms

Christine Kenney, Associate Professor, Education and Melissa Sreckovic, Assistant Professor, Education

This poster will highlight strategies for differentiating instruction in the higher education classroom context across four key areas: content, process, product, and affect.

Abstract: College instructors are tasked with teaching a vast amount of content while meeting the multidimensional needs of students. A one-size-fits all instructional approach does little to support the diverse set of students found within higher education classrooms today. Differentiated instruction is a framework where instructors modify and adjust content and teaching practices in order to be responsive to various student needs. This poster highlights strategies for differentiating instruction in the higher education classroom context across four key areas: content, process, product, and affect. Conference participants will have the opportunity to learn differentiation strategies and reflect on how they might differentiate their own instructional practices.

Embedding the Art of Nursing in a Pediatric Clinical Course

Maureen Tippen, Clinical Associate Professor, Nursing

Developing an assignment with an emphasis in the arts aids nursing students in the understanding of holistic needs of children/families in a clinical nursing course.

Abstract: Much of what we do in nursing education focuses on learning the "science of nursing." A call for greater creativity and innovation in teaching has unlimited possibilities to enhance student learning. For the past 5 years "The Art of Nursing Creative Project" has been embedded into a pediatric clinical course at a Midwestern baccalaureate nursing program resulting in positive learning outcomes. The media project is created to convey the impact of the illness on the family and concludes with a summary of the effect the child/family had on the student nurse and their nursing practice.