

2024 UCCS Teaching & Learning Conference

ABSTRACTS

Concurrent Session 1 – TED Talks – Tuesday, 9:45-10:15

How the Sausage Gets Made: Examining the Process of Information Creation

Susan Vandagriff and Matt Jabaily

The information we consume doesn't just spring into existence. There are people, processes, design, and money behind information that should be critically examined. Students can often take what they read, watch, and hear at face value, but a crucial aspect of information literacy is understanding the processes behind the sources they find. In this workshop, librarians will lead participants through activities designed to help students think critically about form, process, and function in media. Facilitators will explore how understanding information creation can help students strategically and critically utilize sources, and participants will share how they engage students in understanding information creation within their disciplines.

Introduction to Mendeley

Lynn Gates

The Kraemer Family Library will be supporting Mendeley. Come learn how to get started and some of the main features of Mendeley, the benefits of using a citation manager, and how to take advantage of it to collaborate with students or other faculty.

Grading for Growth in an Introductory Statistics Course

Lauren Nelson

In the last several years, many educators have been studying the effect that different methods of grading have on student learning and stress, and more people have started moving toward methods of alternative grading methods in their courses. Instead of primarily basing course grades on high-stakes assessments, the idea is that we can implement different grading schemes to better assess students' evolving understanding of our learning outcomes throughout a course. Not only does this give us a better understanding of what a student is able to do at the end of a course, but it also can lead to less stress and anxiety for the students by placing less emphasis on high-stakes assessments. However, modifying a course to be entirely standards-based can be overwhelming and intimidating to many instructors. There are also institutions or departments that have requirements about exams, especially in coordinated courses with multiple sections. Here we will discuss a way to address these barriers and bridge the gap between traditional and alternative grading methods by sharing a grading scheme that was used in an Introduction to Business Statistics course. This grading scheme incorporates the ideas of standards-based grading, while still having students take traditional exams.

Academic and Research Computing Resources for Faculty and Students

Greg Williams

This talk will explore computing resources available to both instructors and students at UCCS. Some of the resources that are available are:

- HPC
- Open Science Grid
- CU resources
- RMACC resources
- AWS
- Azure

You will learn how you can leverage existing academic and research computing platforms without cost to you or your department. You will discover how these tools can be used to help students further their future careers through certifications as well.

Concurrent Session 2 – TED Talks – Tuesday, 10:30-11:00

Applying Compassion to Social Media Pedagogy

Katie Sullivan

A key focus of this mini presentation will be how we can adapt social media pedagogies to focus on well-being and compassion. Topics include an overview of the research on social media well-being for users and the limited research on social media work (e.g., jobs that require the use of social media) and well-being. The audience will learn both

protective and risk factors around social media use. Next, I will share a short teaching demonstration showing how to teach students to work with social media triggers by bringing in mindful awareness and self-compassion.

Can Healthcare Students Learn Empathy? Using Virtual Reality Technology Simulation to Help Students Develop Empathy for Persons with Serious Mental Illness

Deborah Pina-Thomas, Jennifer Zohn, and Lynn Phillips

Background: Empathy skills are essential in healthcare students. Creating simulations to develop students' empathy for persons with serious mental illness (SMI) is complex, and limited evidence exists for virtual reality (VR) simulations.

Purpose: Compare effects of VR and standard simulations on students' empathy for persons with SMI.

Methods: 25 healthcare students were randomized into VR and In-person simulation groups for a 10-minute activity. Pre-post intervention KCES-R was administered.

Results: Both groups significantly increased empathy for persons with SMI, with no significant difference between groups.

Conclusions: In healthcare students, 10-minute VR simulation is an effective strategy for developing empathy for persons with SMI.

New Quizzes in Canvas – Cool Question Types and Handy Features

Dave Anderson

In comparison to Classic Quizzes, New Quizzes has some cool new question types (categorization, ordering, hot spot, and scientific notation in formula questions) and handy new features (print exam, set extra time, enhanced item banks, and one-click shuffling). Setting up New Quizzes in a Canvas course, creating questions, moderating quizzes, and reporting results will be demonstrated in this presentation.

Navigating Success: Exploring and Supporting Executive Functioning Skills in Higher Education

Ryan Martinez

This presentation aims to educate the audience about the critical role of executive functioning (EF) skills in higher education and provide practical insights and strategies to enhance these skills for both educators and students. To understand the role of executive functioning in completing goal-oriented tasks it is important to create a foundation of knowledge with resources and definitions provided by CAST and related to Universal Design for Learning (UDL) a foundation for understanding the role of. The impact of deficits in EF on the learning and teaching processes in higher education can prove to be great challenges for an institution as research and anecdotal information shows. Self-regulation is a broad way of understanding how to navigate the external and internal factors that influence EF skills. There are many practical supports to proactively encourage the completion of tasks as a developer of a task or a learner engaged in the task. Identifying barriers and other considerations related to self-regulation can vastly improve not only learner success, but also improve institutional processes related to access.

Concurrent Session 3 – TED Talks – Tuesday, 11:15-11:45

They Said It Couldn't Be Done: Innovative Active Learning in Asynchronous Classes

Connie Staley

Let's face it: asynchronous classes can be downright boring. Read the chapter, take the quiz, write the paper, rinse and repeat. This session will highlight various assignments for a communication course that could be replicated in other disciplines. One such assignment required an individual assessment completed by students, followed by a student online meeting in pairs (randomly generated by Canvas) with each party first receiving secret instructions via email, followed by a negotiation, debrief, and reflection paper. The assignment created curiosity and excitement and was a definitive high point of the course.

Letting Go: A Collaborative Workshop Threading Intuition and Pedagogical Practice

Carole Woodall

What role does intuition play in the classroom? Literature addresses various forms and practices of knowing and knowledge at play in dynamic classroom settings (Markauskaite and Goodyear, 2014). The collaborative workshop centers self-reflective participation to share strategies, approaches, and experiences, such as when the syllabus provides a detriment to deep learning models requiring an action of "letting go" to planned assignments.

The 7-step SOP for Hypothesis Tests: A More Inclusive Way to Teach Statistics to Social Science Students

Lei Zhang

How to make a required statistics class for social science students more inclusive? Three major barriers of (1) the dominating math anxiety, (2) the diversified math and digital literacy, and (3) the diminishing confidence in learning quantitative topics demand smart solutions to this question. And the increasing proportion of non-traditional

students and non-traditional teaching practices at UCCS urge us to address this question quickly. Math anxiety, low math and digital literacy, and the lack of quantitative confidence are socially constructed barriers that mainly impact students of the socially marginalized groups, first generation college students, students with disabilities, and international students from developing countries. As a sociologist and an educator, I believe it is my duty to give students the hope and guidance to overcome these barriers. What's more, I offer my guidance as an Open Education Resource (OER).

Is the Idea of a Community of Scholars Lost?

Raphi Sassower

Having considered last year in this forum the boundary conditions that differentiate the practical from the theoretical, however their points of imbrication, and having argued that pedagogical theories, however diverse, find themselves implicitly in the classroom, that is, they inform, influence, and drive classroom interactions, I plan to discuss the special environment of the classroom as a sanctuary we should cherish. Thinking of students as scholars in training, no matter how far they choose to continue their studies, and seeing their cooperation with their instructors, no matter their academic rank, as forming a special relationship that defies, temporarily, a hierarchy. This is neither to say that instructors have no expertise nor to say that all students are always fully engaged, but instead to invite a commitment to think critically about the topics being taught, and encouraging everyone to ask difficult and awkward questions and offer tentative answers, playfully and seriously, thoughtfully and respectfully. Finally, in an age of an ongoing difficult mental health crisis, the classroom may offer comfort and solidarity, collegiality and mutual recognition.

Concurrent Session 4 – Professional Development Workshops – Tuesday, 1:45-2:45

Help! Rudeness, Toxic Emails, My Students Are Crossing All Boundaries! Navigating the Post-pandemic Classroom and Standards of Student Conduct

Elena Svetieva, Alex Baker or Lisa Jones, Connie Staley, and Katie Sullivan

On November 14th, 2023, The Chronicle of Higher Education published the article “Toxic Emails, Unrealistic Expectations, and Classroom Disruptions/Students Crossing Boundaries”. It is clear that across campuses nationwide, the weight of student expectations, needs, as well as worrying increases in conduct issues have all been a contributing factor to faculty (and student stress) in the wake of the Covid-19 pandemic. The article outlines how the isolating effects of the pandemic, the flexibility emphasized during that time, and the subsequent return to the “normal” classroom, have taken their toll on classroom boundaries and expectations, and the collective ability of faculty to uphold standards of college conduct. These issues have been acutely felt at UCCS too. The proposed panel will assign the Chronicle article as a discussion starting point and invite a set of panelists as well as participants to share their perspective and/or experiences in managing these issues, especially in relation to the struggles of the UCCS student population.

Data, Decisions, & Discombobulation: Using Market Data to Inform Program Decisions

Nathan Bullock

Have you ever found yourself lost in the labyrinth of information, feeling a tad discombobulated when it comes to making crucial program decisions? Fear not! Join us to learn how to use market research data to inform program refinement and development decisions. Buckle up as we decode the mysteries of data and unveil how it can be your trusty sidekick in navigating the ever-evolving academic landscape. From enrollment trends to emerging industry demands, we'll dive into the treasure trove of market data that awaits your discovery.

Student Success Strategies: Supporting Student Belonging and Retention

Ann Amicucci, Jenny Dorrington, and Sean Dean

In this discussion-focused session, presenters will introduce four concepts that promote student academic success: facilitating students' sense of belonging on campus, promoting student engagement in co-curricular activities, fostering strong relationships with students, and engaging in culturally inclusive teaching. As a group, participants will then choose two of these four areas to engage with more deeply. In the two areas the group chooses, participants will watch short videos of campus faculty and staff leaders sharing strategies for supporting students, then engage in discussion about these videos and their own related experiences. This session discusses concepts from the Student Success Strategies track of the FRC's Universal Design for Inclusive Teaching digital badge. Participants will receive information about enrolling in this badge if they choose.

Tips for a First Class, First Class! Building a Foundation for a Successful Course

Pat McGuire

Research suggests the interactions on the first day of class matter (Wong & Wong, 2009; Weimer, 2015) and can set the stage for a positive semester (Lucas, 2006). This presentation covers strategies for university faculty that can be

used to design an exceptional first day of class. This interactive session goes beyond theory by showcasing sample activities and offering practical tips that can be used to support Teaching and Learning within a variety of instructional formats (e.g., asynchronous, online synchronous, in person, and hyflex). Topics covered include orchestrating positive first impressions, developing captivating icebreakers, building positive classroom climates, setting clear expectations, and establishing communication protocols. Attendees will have an opportunity to discuss their own “first class” strategies and steal ideas from one another. All attendees should leave this session with at least one idea or actionable strategy that they can implement in a future course.

Concurrent Session 5 – Professional Development Workshops – Tuesday, 3:00-4:00

Student Support Network -- An Overview for Faculty to Impact Student Success

Chuck Carter

In May 2023, UCCS launched the Student Support Network to replace Starfish as the tool faculty use for early alerts and progress reporting. But SN is much more than that, it is part of a larger platform used by faculty, support teams, advisors, and various departments across campus to connect with and support our students. In the coming years, Support Network (SN) will continue to expand and evolve to connect students with additional campus resources. Additionally, it will enable UCCS to become more integrated, technologically advanced, and data driven as we engage and support our students from their first interest in UCCS, throughout their enrollment, and long after graduation. The Support Network Team will provide a 60-minute presentation during the Teaching and Learning Conference which will cover (among other things):

- Quick overview of the Salesforce eco-system and how it aligns with our UCCS strategy
- The importance of early faculty intervention for student success and retention
- The steps that occur once a faculty member submits an alert and how faculty can check status of the alerts they submit
- Information and/or demonstrations of Logging In, Alerts, Progress Reports, Scheduling, Notes and more
- Provide resources for additional information, assistance, and feedback
- Ensure faculty are aware they are a partner with us as we improve the Support Network

Board, Not Bored: How to Enhance Classroom Engagement with Board and Card Games

Cody Parish

As instructors seek new ways to deliver course content to students, one pedagogical tool is board and card games. Studies increasingly demonstrate the value of board and card games in the classroom given the ways in which they enhance learning through interactive play, utilize multiple kinds of literacy, and build a sense of community among players/students. Moreover, gaming can simulate real world applications on a scale suitable to the limitations of time and space in a classroom setting. Following a brief introduction to the pedagogical value of gaming in the classroom, this interactive presentation will introduce attendees to the new board and card games available from the Kraemer Family Library. Attendees will have the opportunity to learn firsthand how games can be utilized to teach concepts in rhetoric and composition, ethics, and more. Additionally, attendees will have time to discuss gaming in their classroom, including tailored game recommendations that can augment their syllabi.

Diversify your Syllabi: Development and Application of an Evaluation Tool for DEI in Course Syllabi

Diana Selmezy

There have been increasing efforts toward promoting diversity, equity, and inclusion (DEI) in higher education, including both graduate and undergraduate coursework (Fuentes et al., 2020). These efforts are vital to the UCCS campus mission of building an inclusive and equitable community. As educators, one way we communicate our expectations for our classroom culture is through our course syllabi (Richmond et al., 2019). Although guidelines for incorporating DEI elements into syllabi have recently been published (Fuentes et al., 2020), rubrics evaluating syllabi best practices have yet to be updated to include these strategies. Given this, the UCCS Psychology Department’s Diversity committee developed an original evaluation tool to assess established DEI indicators in course syllabi and conducted a department wide syllabus review project. All courses offered by the UCCS Psychology Department over the past two years (2021-2023; N = 70) were evaluated with the rubric. In the current workshop, we will share project results, describe methods to evaluate DEI content in course syllabi, and provide participants the opportunity to evaluate their own course syllabi using the developed rubric. We will also share guiding principles on how to create and conduct a DEI syllabus review and discuss the lessons learned from this process.

Inclusive Innovation: Leveraging Human-Centered Design With Trauma Informed, Anti-oppressive Principles Within Social Science Classrooms

Laurel Bidwell

This workshop explores the integration of Human-Centered Design (HCD) with trauma-informed, anti-oppressive (TI-AOP) principles to foster student innovation and critical thinking within social science classrooms. Human-Centered Design is a collaborative and participatory approach to problem-solving that is rooted in the deep understanding of the end users' needs so that the solutions identified will lead to successful and sustainable outcomes. Participants in this workshop will learn the basics of HCD theory, understand its application in addressing complex social problems as well as in advancing TI-AOP practices in the classroom, examine case examples and practically apply design principles to current classroom challenges. This workshop will conclude with reflections on how HCD can expand perspectives, at both micro and macro levels and ultimately lead to significant student innovation that embraces creative and critical thinking. Objectives:

- To introduce the theory of human-centered design and innovation and its relevance to the social sciences.
- To examine the relationship between HCD, ADEI and trauma-informed principles.
- To brainstorm practical application of HCD in action within the classroom.
- To engage participants in an activity that simulates the HCD process.

Concurrent Session 6 – Elevated Engagement Sessions – Wednesday, 9:00-10:30

It's AI, My Dear Watson: Examining AI and Writing at UCCS

Kacey Ross

Even though AI isn't new, it's affecting the work of teaching writing in new and challenging ways. How we work with (or against) AI starts with a definitional question: how do we describe it? Surveys of students and faculty at UCCS reveal that we define AI in a broad range of ways—from an important tool to outright cheating. This 90-minute session is designed to help us (faculty who ask students to write) adapt to the current reality of AI. Presenters will share survey results from students and faculty, discuss different approaches to the realities of AI in writing, and then lead breakout sessions where participants can discuss concepts, revise course materials, or learn more about AI related resources available to the UCCS community.

Defending a Pedagogy of Kindness as a Woman Scholar

Cate Denial

In this workshop, Cate will focus on the unique challenges faced by women scholars when enacting a pedagogy of kindness. Women scholars face different expectations and reactions from students, other faculty, academic leadership, and external stakeholders, and decisions to engage in acts of kindness can have different impacts on their professional ethos, student reviews, and opportunities for advancement. Cate will offer practical advice for enacting a pedagogy of kindness and for defending this decision in a gendered world.

Concurrent Session 7 – Elevated Engagement Sessions – Wednesday, 10:45-12:15

They've Been Taught It, Why Can't They Use It?

Cory Gavitt

In an attempt to increase student test scores, I revamped a classic physics lab and began on a journey of truly understanding where deep learning and retention live, and it wasn't in the places we typically look. In this presentation I will share how this journey fundamentally changed how I create material for student learning, the questions I ask, and how it boosted content retention as well. This presentation will have a math/science focus, but the tools discussed will provide examples applicable to any subject matter. In addition, the worktime will allow for collaboration and adaptation of your subject matter. By the end of the session, you should have 1 or 2 lesson ideas to implement immediately and hopefully a plethora ideas to flesh out and develop on your own. Teaching tools discussed will be:

- What Should Your End Product Actually Be?
- Project Look Sharp
- Slow Reveal Graphing
- Shadow Boxing

Speak Up: Elevate Student Learning with Presentations

Laura Eurich

Come and learn how you can elevate your teaching and equip students with essential public speaking skills for today's workplace. You will learn how to harness the power of AI to create public speaking assignments, and leverage AI to enhance student engagement and proficiency. You will also hear about campus resources to support you in seamlessly integrating speeches into your curriculum. In this panel discussion, we will cover:

- The importance of public speaking as a critical workplace skill
- Ideas to create meaningful speech assignments in your classes
- How you can leverage AI to create public speaking assignments and how students can use AI to complete the assignments
- The campus resources that support you as you incorporate speeches into your classes and your students as they complete assignments