2021 UCCS Teaching and Learning Conference (TLC) Abstracts

Concurrent Session 1: Interactive Professional Development Workshops – Wednesday, 11:00-12:00

What Are Your Students Really Doing? Use D2L Analytic Tools to Improve Student Engagement and Course Design

Session Facilitator: Kelly Zepp, Community College of Denver

Have you ever graded an assignment and wondered why the student did so poorly? It could be that the student didn't bother to access the content, or it could be that your content stinks. Maybe, the content is great; the student wanted to view it, but they can't find it. D2L has several tools that will help see behind-the-scenes to answer these questions no matter your teaching modality—face-to-face, remote, or online.

In this session, you will learn how to use the analytic tools in D2L to get a better idea of what your students are doing and how they are performing. You will also learn tools to assess what is and isn't working well in your courses.

While some of the content in this session is helpful no matter what LMS you are using, it is most applicable to D2L users.

The Controversial Trigger Warning: Techniques for Trauma Informed Classroom Practices

Session Facilitators: Sophie Brickman and Julie Hurd, UCCS

As the stigma regarding mental health conditions slowly but steadily decreases, students seem to feel more comfortable advocating against classroom material that may evoke negative emotions. The idea that sensitive classroom material may exacerbate pre-existing psychological disorders has been supported, as experiencing extreme distress in response to external stimuli is characteristic of some psychological disorders, particularly those related to trauma exposure (Boysen, 2017). We've observed that as a result of increased student transparency, combined with increased use of trigger warnings in the media, educators may face pressure to provide warnings, or at least think twice, when presenting material that may be emotionally upsetting for some students. This practice seems well-intentioned and aims to benefit individuals experiencing mental health disorders. However, education should also aim to foster emotional resilience. Emerging evidence suggests trigger warnings may not be as beneficial as they seem (Jones, Bellet & McNally, 2020). Further, research suggests that safe exposure to intense emotions can be a therapeutic birthplace for learning and growth.

The ability to discuss intensely emotional situations in a productive, rather than harmful, manner is a primary goal of trauma psychology research. Insights from trauma psychology may help educators balance students' wellbeing, resilience, and emotionally charged classroom material. In this session, clinical psychology doctoral students specializing in trauma will share an overview of research regarding the utility and controversy of trigger warnings, and suggest ways to implement trauma-informed classroom practices that foster emotional resilience.

How a Faculty Learning Community (& Coffee Cake) Improved Online Instructor Presence

Session Facilitators: Ann Obermann, Rebecca Cottrell, and Meredith Jeffers, Metropolitan Sate University of Denver

This session will discuss the process and result of a University-wide faculty learning community (FLC) formed to explore online instructor presence. Presenters will report what the FLC wrestled with and how we affected change not only in our individual courses but at the larger university level. Our takeaways will help inform other communities on how to create FLCs that can shift the culture around online teaching and design.

Integrating Sustainability Across the Curriculum

Session Facilitator: Maggie Gaddis, UCCS

In this Interactive Professional Development Workshop, members of the Education and Research Subcommittee of the UCCS Sustainability Committee will lead a conversation about integrating sustainability into courses in all disciplines at UCCS. We will collect feedback about what participants need from us to make sustainability an academic endeavor at UCCS.

Lunch Hour Fifteen – Wednesday, 12:00-1:15

Chatting With Your Mouth Full - State Authorization and Professional Licensure: How Do You Eat This Elephant?

Session Facilitator: Jaimie Henthorn, CU

A lively discussion about the role of state authorization (and related state and federal regulations, including professional licensure disclosures) at our institutions, how we can advocate for our roles and the work we have to do.

Concurrent Session 2: TED Talks – Wednesday, 1:15-1:45

Library Course Reserves Service and Copyright

Session Facilitator: Federico Martinez-Garcia, UCCS

With the pandemic affecting face-to-face instruction, the Kraemer Family Library has adjusted some of its services to aid faculty while teaching remotely and face-to-face and to avoid propagating the virus. Studies have shown that the corona-virus stays on particular surfaces for more extended periods affecting the library's physical material, like monographs. These items can not be cleaned with disinfectants due to preservation and content damage reasons.

Empowering Students' Voices: Engaged Writing Through the "Dunlop Method"

Session Facilitator: Carole Woodall, UCCS

My workshop focuses on the "Dunlop Method", a reader-response method to get students engaged in the act of critical peer reviewing, and talking about writing. CU-Writing Across the Disciplines group uses a process adapted from Louise Dunlop's *Undoing the Silence: Six Tools for Social Change Writing* (2007). In the Dunlop model, one member of the group presents only two pages of writing each week, and the feedback process follows a series of steps. The feedback process is based on Peter Elbow's *Writing with Power* (1981) method of reader-based feedback that "gives you the main thing you need to improve your writing: the experience of what it felt like for readers as they were reading your words" (p. 245). For more than 20 years, Dunlop has led writing groups based on Elbow's reader-based feedback, and has optimized a group process doing this.

I have modified the reader-response approach for an undergraduate classroom at the lower and upper divisions. A discussion begins with who is a critical peer reviewer, and what is a critical peer review. Students discuss what they have experienced in other classes, and the kind of comments they typically give to their colleagues. Then, I discuss the Dunlop method, and the reasons for not using a question-based critical peer review feedback form for early writing projects.

Adobe® – Improve Reading by Giving the Reader Control Over the Formatting of the Text

Session Facilitators: Jason Katsoff and Rick Treitman, Adobe

Problem: Only 1/3 of American students read proficiently. 54% of American adults read below the 6th grade level. And around the world, reading is even less evenly distributed.

We believe that individual perceptual limitations are a big factor in why so many people struggle to read well or why even good readers experience reading fatigue or eye strain.

Our research (and the research of others) shows that reading perception varies by individual and that just as one person's eyeglasses wouldn't necessarily work for another person, one text format doesn't work for everyone. When readers have the option to use a custom reading format, their reading improves, and these improvements help poor readers and good readers alike.

To help people read PDFs on mobile devices, Adobe now offers Liquid Mode in Acrobat Reader, with controls for not only reflowing the PDF on the mobile screen, but giving the reader control over the formatting of the text so that they may customize their reading experience.

Rick Treitman, Entrepreneur in Residence at Adobe will talk about research to date by Adobe and some of our partners, Liquid Mode, and our plans for moving forward in with both reading research and reading tools with the goal of improving reading for everyone.

The Use of Novel Simulation in Gerontology Education

Session Facilitators: Judith Scott and Tim Russom, UCCS

Older adults are the fastest growing segment of the population, managing multiple health challenges. However, there are not enough skilled healthcare providers that choose to work in this field. During practicum, students may be exposed to challenging client care situations, less skilled role models, and negative beliefs about care of aging adults. Ageism may be left unaddressed, leaving students uneasy and client needs unmet. Challenges with the preparation of health profession students to care for older adults has been exacerbated by the COVID-19 pandemic. We would like students to meet older adults with agency, wisdom, interest in student learning, and competence for their practice encounters. So we have introduced a classroom simulation technique called Mask-Ed™, a unique approach with a high degree of realism. The costume and silicone mask worn by the trained educators are made by Hollywood designers, and students do not see an actor before them, but a real old woman or man. Hidden, the skilled educator guides the learning experience to maximize student learning. Demasking and debriefing provides an opportunity to further extend the educational experience. When COVID-19 closed our classrooms, we piloted using Mask-Ed™ in live and recorded online interactions. Our TED talk will introduce Mask-Ed simulation to the audience by bringing Doris (retired RN) and Mack (veteran, military medic) to the "stage" to talk about their roles at the college, and how they teach students. Their talk will include concepts of healthy communication with older adults, and touch on health during the time of COVID-19, which will reach a wide audience of educators. We hope that this exposure will provoke thought about how any educator could incorporate the inclusivity of older adults in education, both in communication and topics of aging and health. This talk may open the door to interprofessional collaboration among educators across courses.

Concurrent Session 3: Interactive Professional Development Workshops – Wednesday, 2:00-3:00

Adobe® – Creative Tools Allow Students and Faculty to Tell Their Stories

Session Facilitators: Jason Katsoff, Donna Caldwell, and Vincent Fu, Adobe

Creating engaging materials and presentations is more important than ever. Learn about and try out some easy applications which allow students and faculty to author engaging stories, presentations, and portfolios. These tools are easy to learn and delightful to use; some of them even run on Chromebooks and mobile devices. Vincent Fu will provide his own case study on how he uses these tools to differentiate himself as he embarks upon his career in medicine. Attendees will leave the workshop ready and inspired to begin using these applications right away.

Information Literacy Beyond the Library: "Authority is Constructed and Contextual"

Session Facilitators: Matthew Jabaily, Carlos Duarte, and Larry Eames, UCCS

As part of the educational experience, students learn to construct new relationships with information sources. Librarians guide students through the knowledge creation process, in part through their teaching informed by the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education. This framework is built around six core concepts, and this workshop will focus on the first: Authority is Constructed and Contextual. The workshop will begin with the presenters discussing their methods and techniques and then shift to discussion of individual classrooms and learning spaces. Participants will be encouraged to reflect on and discuss how they construct authority in their disciplinary contexts and how that message is communicated in their classrooms. We will grapple with questions like: What qualifications do we consider authoritative in a changing world? How does information availability and perceived authority impact students' concerns? And in what ways do students' backgrounds and prior knowledge inform the ways they encounter and assert authority in the classroom?

How to Motivate Online Faculty to Increase Engagement through Multi-Media Presence

Session Facilitators: Nancy Trojanowski, Jennifer Daines, and Leah Willis, Colorado Technical University

Are you struggling to get faculty on board with your current efforts to increase student engagement in an online environment? This presentation will inspire those leading instructors to achieve teaching presence using multi-media methods. As online instructors, we are empathetic to our students' learning obstacles. However, when leading other faculty members, we need to remember that they may be hesitant to embrace technological change for any number of reasons, such as too little time to invest in trying out new technology or the idea that what has always worked will continue to work. The challenge we are going to address has to do with effectively motivating faculty members to enhance their student engagement by trying new multi-media techniques in their classrooms. The instructional framework set in place to guide faculty expectations identified teaching presence and engagement as the most robust factors for student success. The Leads identified a need for science instructors to be both present and engaged in their courses, given the large population of non-science majors in their courses. Multi-media tools were introduced to faculty using various techniques to systematically get faculty to implement these tools.

"Zoom In" (to 2021): Tips and Tricks for Teaching and Learning with Zoom

Session Facilitators: Pat McGuire, Jackie Crouch, and Brandon Poulliot, UCCS

Are you a student or faculty member looking for tips and tricks to help you "Zoom in" to the spring 2021 semester? Then this is the session for you! In this interactive professional development session, we will share and model general tips, tricks, and information regarding the Zoom platform. Breakout rooms will be provided to help you dig deeper on specific aspects of Zoom (*e.g.*, technical and/or pedagogical) and optimize the teaching and learning experience in your course(s).

East Coast Happy Hour Thirty – Wednesday, 3:00-4:30

Galloping COLTT Café: Come for the Laughs, Leave with a Sense of Community

Facilitators: Laylonda Maines and Allison O'Grady

Ready to put 2020 in the past? Grab your favorite beverage and get your laugh on with fellow colleagues. This unique happy hour will kick off with sensationalized higher ed headline hijinks followed by a few epic rounds of PowerPoint Karaoke.

Concurrent Session 4: Interactive Professional Development Workshops – Thursday, 9:45-10:45

Technology Tools to Enhance Online and Hybrid Classrooms

Session Facilitators: Kathy Randolph and Kylie Swanson, UCCS

This presentation will review multiple free technology tools to enhance the online and hybrid classroom. From Flipgrid to Jamboard and lots of tools in between, we will review and provide examples of the tools to provide attendees with a selection of online tools to choose from and implement in their classes tomorrow.

Open Mic Time! Let's Talk About Failure: Innovation & Risk-Taking in Higher Ed

Session Facilitators: Blair Young and Jacie Moriyama, CU Boulder

In this session, we'll dive headfirst into an open-ended dialogue about the many meanings of failure for stakeholders in higher ed innovation initiatives. Led in the spirit of a knowledge sharing salon, we'll explore topics ranging from risk-taking, institutional safety-nets, and failing without failing students, to name a few. Since inclusion and diversity work calls us to start with ourselves, come prepared to share your own stories of failure (or being failed) and the course corrections (or not) arising from your experience. Diverse voices and divergent stories are welcome and encouraged at this session which will provide a safe, protected space in which to share.

The Hard Work of Building Sustainable Corporate Partnerships

Session Facilitator: Sean Williams, UCCS

External partnerships are essential for the success of our students and our programs. Based on the experience of building successful corporate partnerships at multiple institutions, most recently including UCCS, the speaker will outline principles and a process for creating sustainable partnerships that has evolved organically over the last 20 years and is supported by research.

The most important lesson: building partnerships is hard work.

The workshop will begin with a brief presentation about some principles that faculty need to keep in mind as they develop partnerships. It then will transition to a brief discussion of these principles and the audience's experiences and opinions about these topics. Next, the presenter will describe a process that has evolved during the last 20 years built on the initial principles discussed and using a recent relationship with a major company in Colorado Springs as a case study. This pragmatic and deceptively simple process focuses on building relationships. The workshop will conclude with another conversation among attendees and the speaker about their processes and experiences for building corporate partnerships, and the speaker will share a list of applicable resources/readings.

Searching for a Way to Make Grades Meaningful? Come Join the Discussion on Reflective Grading!

Session Facilitators: Josie Smith and Cory Gavitt, UCCS

Come join a discussion on making grades a reflective process of learning. In this workshop we'll share how we've begun building this culture in our course as well as student insights. We'll discuss our goal of creating opportunities for student ownership of grades so instructors are able to focus on continuous improvement instead of task completion. Session participants will collaborate to create plans for Spring 2021 semester implementation.

Concurrent Session 5: Interactive Professional Development Workshops – Thursday, 11:00-12:00

Are You Struggling with Creating Authentic Online Collaboration? Come Explore Hypothes.is & Slack!

Session Facilitators: Josie Smith and Cory Gavitt, UCCS

Are you struggling with creating opportunities for valuable discussions and collaboration in your courses? If so, come learn how you can utilize Hypothes.is and Slack! We'll share our experiences with using them during an online synchronous course, but they can be adapted for any course format. We'll also share student feedback from our Fall 2020 semester implementation of these tools. Hypothes.is is a program for individual or collaborative annotation through a simple Chrome plug in. It can help you increase student engagement, expand reading comprehension, and build critical-thinking and community in your classes. Slack is a simple workspace made up of channels that you can use for your entire course or even just for discussion or project collaboration. It helps easily organize conversations and replies, creates a searchable history of conversations and resources, and allows for connecting a wide variety of apps.

Small Teaching Online

Session Facilitators: Lynnane George and Amy Klocko, UCCS

This interactive workshop offers small teaching strategies that will positively impact your remote-learning classroom. The concept of small teaching is simple: small and strategic changes have enormous power to improve student learning. We face unique and specific challenges when teaching in a remote environment. In summer 2020 Michelle Neely led a Teaching Circle on this topic. A group of 11 educators from across disciplines read and discussed Flower Darby and James Lang's Small Teaching Online book. Many participants incorporated lessons learned from the workshops in their HyFlex, hybrid and remote classrooms in Fall 2020. This workshop will summarize the techniques proposed in the book and the results from some of the professors who implemented some of the techniques in their own classrooms.

Health Care Internships During a Pandemic and Beyond

Session Facilitators: Kevin Zeiler and Garrett Chism, Metropolitan State University of Denver

The COVID19 pandemic has turned higher education upside down. Students, faculty and staff have all been forced into a new world that they may not be familiar with. Students have certainly taken a large hit during this time period as they have been asked to change learning platforms mid-semester and opportunities within their degree field may be changing. Nevertheless, those in health related fields must also complete internships and this has been challenging to say the least. Internships are valuable learning experiences that allow students to gain the skills that are necessary for their future success within the industry. Given that many health systems are overwhelmed and even family members of sick patients aren't allowed in the facility, procuring student internships has become challenging at best. However, the modern world with all of its technology offers a plethora of opportunities that were not considered prior the pandemic. Not only are these new methods effective, but students and faculty in any number of disciplines are able to utilize these practices to keep the goal of graduating and learning the necessary skills to compete in today's job market. The use of technology, planning, collaboration, and the ability to adapt to a new circumstance is the key to navigating this new model. Students are finding organizations that are willing to provide experience in both the 100% online model or hybrid learning techniques that provide for both distance work as well as hands on practice. This presentation will focus on ways you can use the lessons we have learned in the Health Professions Department at MSU Denver in order to keep our students moving towards commencement.

Making a Mission: Keys to Success with Student-Veterans

Session Facilitators: DeLyn Martineau and Andrew LaBasi, UCCS

Military affiliated students make up between 17-20 percent of the UCCS population. Because this is such a large community on our campus, it behooves instructors to connect with these individuals not only to promote their successes but also the university's. Military service members have diverse experiences and skill sets and face unique physical and mental disabilities that we as educators must consider more thoroughly if we hope to retain them. Veterans are used to following mission orders, but having to "make their own mission" is something new to many of them. As instructors, we can help ease the burden of making the mission of succeeding in our classes. This presentation, featuring the insight of a current student-veteran, will discuss impediments to success as well as strategies for course design and delivery that are essential to this large, yet underserved group of students.

Lunch Hour – Thursday, 12:10-1:05

Chatting With Your Mouth Full – Open Educational Resources

Session Facilitator: Susan Vandagriff and Angela Dodson, UCCS

Join us for an informal discussion on Open Educational Resources (OER). Ask your questions, discuss your experiences, and share tips and ideas for using open resources and open pedagogy in your classroom.

Concurrent Session 6: TED Talks – Thursday, 1:15-1:45

Rethink Your Course Design in Canvas

Session Facilitator: Sharon Stevens, UCCS

In this mini-teaching demonstration, you will explore how to organize Modules and Pages to engage your students in your Canvas course. You will learn a few design strategies to assist your students in processing and engaging with your content in Canvas. Topics include prioritizing and sequencing content, scaffolding assignments to emphasize course expectations, and providing options and choices in activities.

Diving Deep: Mindfulness and Presence in Online and Distance-Based Classes

Session Facilitator: Dawn Colley, CU Boulder

This session is about diving deep: into thought, into intention, into connection. We will reflect upon how digital technology impacts the ways in which we engage with knowledge and with one another and how mindfulness practices not only create "presence" in online and distance-based classes but also encourage sustained focus and inquiry. In other words, these practices have the potential to move us through "the shallows," to borrow from Nicholas Carr, and into the depths of curiosity, awareness, and understanding. Our purpose will be to consider the potential to the cultivation of intentional spaces where students can slow down and participate in a more holistic way--combining both intellectual and somatic responses as useful "openings" into the engagement with and creation of knowledge. We will talk about different strategies to achieve such moments and how to use digital technologies more mindfully, and participants can expect to walk away from this session with ideas about how to incorporate contemplative elements into their online and distance-based classes.

Infographics in Support of Online Visual Learning

Session Facilitator: Jillian Yarbrough, West Texas A&M University

Many students have an improved ability to learn and remember when offered multi-modal content that includes text and visuals. Can infographics, illustrations that use graphic elements and text to present information, be incorporated into online classrooms to enhance student learning? To examine this question, the researcher created a causal comparative study utilizing infographics as weekly course content summaries. Based on quizzes and a post assessment, the study indicates that students perceived the infographics to be valuable, students utilized the infographics, and students had preferences for infographic design. The following presentation will present theories about visual learning, a description of this infographics-based learning experience including a review of literature, description of the study, study results, discussion, and conclusions.

Designing Effective Multiple-Choice Items for Meaningful Assessments

Session Facilitator: Linda Cummings, UCCS

Multiple-choice questions (MCQs) are commonly used in university assessments, even though most faculty have never been trained in how to write an effective MCQ. The theme of this talk is the process of writing meaningful MCQs that emphasize conceptual understanding and higher-order cognitive skills. Linda Cummings has experience as item writer for the AP Chemistry exam, the ACS (American Chemical Society) High School Exam and is on the test development committee for the SAT II (Chemistry). She will not only discuss techniques for improving the quality of existing questions but also provide suggestions for how to get started when writing your own. Learn about common mistakes and pitfalls involved in the creation of multiple-choice items, and how to craft questions that truly test student knowledge as well as differentiate. This presentation promises to be (A) informative, (B) valuable, (C) relevant, and (D) all of the above!

Concurrent Session 7: Interactive Professional Development Workshops – Thursday, 2:00-3:00

Looking Good: Increasing Student Engagement and Success through Visual Design

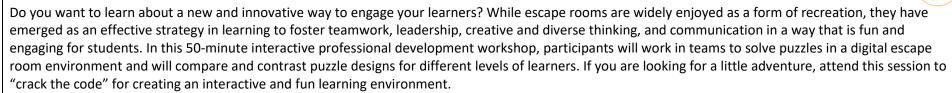Session Facilitator: Kelly Zepp, Community College of Denver

Have you ever been frustrated when your students have ignored your detailed emails, announcements, and assignments? Despite telling them exactly what you wanted, every single student seemed to ignore you. Before you give up, consider how adding a few simple design elements will help you avoid these types of frustrating situations.

In this session, you will learn the principles of good visual design and how you can and should use them in your courses. You will also learn tips and tricks to use these principles in D2L and MS Word, including the use of templates and styles, which are easy ways to make your course look 1000% better.

While the principles apply to any online course, this session will be most useful for those who use D2L as their LMS.

Crack the Code: Creating Escape Room Experiences to Improve Learning

Session Facilitators: Sara Wettergreen, Laura Borgelt, and Ashley Huntsberry, CU Skaggs School of Pharmacy and Pharmaceutical Sciences

Do you want to learn about a new and innovative way to engage your learners? While escape rooms are widely enjoyed as a form of recreation, they have emerged as an effective strategy in learning to foster teamwork, leadership, creative and diverse thinking, and communication in a way that is fun and engaging for students. In this 50-minute interactive professional development workshop, participants will work in teams to solve puzzles in a digital escape room environment and will compare and contrast puzzle designs for different levels of learners. If you are looking for a little adventure, attend this session to "crack the code" for creating an interactive and fun learning environment.

The learning objectives for this session are:

1. Demonstrate the escape room environment as a way to increase engagement, diverse thinking, and team-based learning.
2. Compare and contrast puzzle designs for learners with beginner to advanced knowledge of a topic.
3. Discuss methods for escape room and/or puzzle creation and engagement.

Improving the Well-Being of the Campus Community through Compassion in the Classroom

Session Facilitators: Anna Kosloski, Caroline Chubb, Stephanie Gangemi, and Regina Winters, UCCS

The 2020 academic year has created unique challenges for faculty, staff, students, and administrators. As instruction has gone mostly remote, virtual fatigue is felt by all, and the balance between work and home is diminished. Increasing ways to show compassion to oneself, students, and colleagues is critical. Compassionate pedagogy relates to a larger issue of professional development. This interactive workshop will explore best practices in compassionate pedagogy and feature classroom examples that encourage strengthening the ethics of care and developing empathy in action. The session gives space for attendees to consider how the structure of a course is connected to compassion for both faculty and students. Furthermore, we provide opportunities for considering the how the application of virtual communicational tools influence both emotional and academic health of students and faculty.

Faculty Panel: Tips for Inclusive Teaching

Session Facilitators: Angela Dodson, Scott Kupferman, and Sharon Stevens, UCCS

This faculty panel participated in the Universal Design for Inclusive Teaching (UDIT) program pilot as part of the CU Diversity and Inclusive Excellence Grant. Panelists will discuss how they integrated inclusive teaching practices into their courses and the impact on student learning. You will learn a few tips and tricks to incorporate inclusive teaching practices into your own courses. Conversation will revolve around fostering a culturally inclusive environment through first-day activities, monitoring the class climate, valuing the Individual, and language and interactions; engaging students in course content with relevance and choice; engaging students with challenge and collaboration; and promoting self-regulation in learning.