



2022 UCCS Teaching and Learning Conference Abstracts

Concurrent Session 1: Professional Development Workshops – Wednesday, 10:45-11:45

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

Session Facilitators: Josie Smith, Cory Gavitt

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 2022 semester implementation.

Quick Tips for Inclusive Teaching: A Faculty Panel of UDIT Grant Recipients

Session Facilitators: Angie Dodson, Sharon Stevens

This session introduces the Universal Design for Inclusive Teaching (UDIT) badge program. Faculty participating in the Summer 2021 badge program will discuss the UDIT strategies they implemented into their teaching and the impact on students. Session objectives:

1. Identify strategies for
 - a. fostering a culturally inclusive environment,
 - b. engaging students with course content through relevance and choice,
 - c. engaging students with challenge and collaboration,
 - d. promoting self-regulation in learning.
2. Determine how the Universal Design for Inclusive Teaching (UDIT) Program may deepen inclusive instructional practice.

How IRC Faculty Can Continue to Pursue Their Research Agenda Even When It's Not Part of Their Workload

Session Facilitator: Laura Austin-Eurich

Abstract coming soon.

The Social Impact: Social Engagement and Supportive Campus Environments as Key Contributors to Student Success

Session Facilitators: Phillip Haisley, Compass Curriculum Leadership Team

This workshop, led by members of the UCCS Compass Curriculum Leadership Team, will focus on recent research into the role of High Impact Practices on student graduation and retention. In particular, the workshop will emphasize the role of social engagement on promoting student success. The workshop will

begin with a brief review of published research, new research carried out using national data sets from IPEDS and NSSE, and relevant data on student success at UCCS. The second half of the workshop will invite participants to envision ways they can contribute to student success at UCCS through promoting student social engagement, collaboration, and a supportive campus environment.

Lunch Hour – Wednesday, 12:00-1:00

Updates from the Faculty Assembly Instructional, Research, and Clinical (IRC) Faculty Committee

Session Facilitator: Laura Austin-Eurich

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

Building Learning Communities That Support the Development of Healthy and Resilient Students

Session Facilitator: Jess Kirby

This TED Talk style session will present an evidence-based approach to intentionally infusing physical activity and social connection into the classroom in order to build learning communities that support the psychological well-being of students. Results of research and program evaluation of peer-led physical activity on campus and peer-connected movement in the classroom will be shared, along with easy take-home strategies for creating more active and connected learning communities.

Meet the All New Student Success Hub

Session Facilitators: Brandon Poulliot, David Anderson

UCCS retired Starfish after the Fall 2021 semester and introduced the new Student Success Hub (SSH), a fresh early alert interface for students, advisors, and faculty. Join us for a brief overview of the main steps to get up and running with SSH including how to set up your faculty profile, schedule office hours, and submit alerts.

Lights, Camera, Action: Tips for Effective Virtual Presentations

Session Facilitator: Janice Thorpe

In light of the COVID pandemic, virtual presentations have taken on new relevance and increased the expectations of speakers. The virtual classroom and the virtual workplace are here to stay, so the question is, how can we better prepare our students (and ourselves) to meet the shifting requirements for public speaking competence. This session will highlight several often overlooked technical and logistical considerations that are important to an effective, professional virtual presentation. In addition we will address strategies to promote student engagement. Participants should come away with a clearer understanding of how to design and deliver a better virtual presentation as well as strategies to promote audience involvement.

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

Beating the Cheaters: How to Outsmart the Digital Cheaters in Remote Classrooms and Online Testing

Session Facilitator: Laura Austin-Eurich

Abstract coming soon.

Facilitating Difficult Dialogues in the Classroom

Session Facilitator: Karin Larkin, Tre Wentling

Difficult dialogues can happen in any discipline and at any time. When difficult topics arise in a class, there are a lot of different emotions that can manifest within students. It is important to have in place strategies for dealing with potential student reactions, so students feel as comfortable as possible with the discussion and can share their opinions in a safe environment. This session busts myths around facilitating difficult dialogues and focuses on tips for facilitating

meaningful and productive discussions on difficult topics. We envision this session as a dialogue and plan to offer resources and strategies for managing difficult topics.

Curating and Creating Open Educational Resources (OER): An Interactive Showcase of Faculty Generated OER

Session Facilitators: Angie Dodson, Linda Button, Lynne George, Baye Herald, Eric Billmeyer, Dan Driscoll, Tisha Mendiola Jessop, Niki Juhl, Amy Klocko, Teresa Connolly

Have you ever desired to customize content so that it is relevant to what students really need to know, engaging for diverse student populations, and arranged in a way that parallels how it is actually taught? Then, Curating and Creating OER is for you! In this workshop, faculty will showcase OER they have curated and created along with specific resources and strategies they have utilized to successfully implement OER in a wide variety of courses. Participants will interactively engage in learning about the following:

- Student development, editing, and engagement of OER in Pressbooks
- Curation of OER for Canvas Commons publication
- Publication of peer reviewed OER lessons in CourseSource
- Creation of an OER lab manual with sustainability in mind
- Collective contributions to "Teaching Future Nurses" OER through Merlot

Another Year Online: Tips & Tricks for Managing Your Space, Time, & Mental Health

Session Facilitator: Kylie Rogalla

The COVID-19 pandemic introduced a chaotic and traumatic shift in how we collectively view higher education and delivery of services. Online instruction and administration shifted from a competition-based model for student enrollment, to an ongoing requirement for many students, staff, and faculty alike. Working from home or in professional isolation has created both a novel norm of enmeshed identities and adaptive confusion or staleness, especially as vaccine mandates and quarantine propriety continue to spin in a divisive culture of perspectives. This discussion explores many "behind the scenes" suggestions for teachers and faculty who face yet another wave of online delivery of educational knowledge or administrative decision-making, beyond traditional pedagogical guidance. We will unpack multiple facets of distance-oriented hygiene (e.g., separation of professional vs. personal spaces, email etiquette/organization skills, etc.) to time management and boundary setting ("time-chunking" methods, accessible apps or software for task compliance, etc.) and even further into mental health compassion for self and others. Attendees will learn how to prioritize or revisit methods of creating an effective and safe space for distance work, ranging from an assertive practices in electronic correspondences, to ways of easing eyestrain and neck pain, to methods of navigating existential angsts associated with pandemic-related fears and establishing the "new normal" of teaching in the immediate future.

Concurrent Session 4: TED Talks – Thursday, 10:45-11:15

Instructor as Constructor: Improving Retention through Effective Community-Building Practices

Session Facilitator: Cody Parish

One of the challenges facing universities seeking to grow is student retention. Studies show that when students find a meaningful sense of belonging at their university, they are significantly more likely to be retained. Students develop this meaningful sense of belonging largely from finding community on campus. Students spend most of their time on campus in the classroom, meaning that instructors play arguably the most important role in fostering a meaningful sense of community among their students. This presentation will offer instructors simple and creative ways to facilitate inclusive community-building among students both inside and outside the classroom. When implemented, these practices will foster students' sense of belonging on campus and improve student retention as a result.

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

Session Facilitator: Carole Woodall

My workshop focuses on the "Dunlap 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 Dunlap's *Undoing the Silence: Six Tools for Social Change Writing* (2007). In the Dunlap 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, Dunlap 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 Dunlap method, and the reasons for not using a question-based critical peer review feedback form for early writing projects.

Tossing the Textbook: Course Redesign Driven by Social Justice

Session Facilitator: Katie McCabe

Waitoller and Annamma (2017) suggest social justice in education can be achieved through three dimensions of justice: redistribution, recognition, and representation. When preparing future educators for the classroom, faculty members play an important role in the development of a socially-just workforce. When students are given opportunities to think critically about how school systems have perpetuated exclusionary practices through an intersectional lens, they are able to acknowledge ways inclusive education practices can support the struggle for redistribution, recognition, and representation for historically marginalized students. In this presentation, I will discuss the process of redesigning an introductory-level special education course by applying a social justice framework for inclusive education. I adapted course content to incorporate more first-person viewpoints of individuals with disabilities within the course and included texts that examine historical perspectives of disability in the United States. This content allowed students to identify bias which limits inclusive opportunities for students with disabilities. Students completed projects which demonstrated their ability to make connections between disability history or first-person narratives and special education policies and practice. The readings, media, discussions, and assignments in the course were selected to address a broad societal approach to disability so students can apply the course content directly to their field and future work. I will offer participants opportunities to think about their own courses and ways to apply a social justice framework in other content areas.

SCRAP the Crap! – Designing Better Teaching Aids to Improve Recall

Session Facilitator: Janice Thorpe

Even before the pandemic, effective lectures and presentations were a critical part of teaching and learning. Once COVID forced us into remote and online learning, effective and engaging presentations became even more important. However, one component that's often overlooked relates to the slides or visual aids used during presentations. This may seem like a small component, but in fact, strong visuals are highly correlated with increased information recall. Given students' increasing visual orientation, designing effective visual aids is essential. In this workshop, you will learn 5 specific principles (*Simplicity, Contrast, Repetition, Alignment, and Proximity*) related to good slide design and practice these skills during the session. These five concepts apply no matter what type of visual you need: slides, posters, brochures, handouts, etc. Even if you can hardly draw a straight line with a ruler, you *can* learn some basic design concepts that will help you design visually appealing teaching aids to improve student recall. Whatever your goal, applying these principles will help you create more professional looking visuals, even if you find you need a slide that contains nothing but text!.

Lunch Hour – Thursday, 11:30-12:30

TBD

Concurrent Session 5: Professional Development Workshops – Thursday, 12:45-1:45

Engaging Students without Distraction: An Interactive Professional Development Workshop

Session Facilitators: Lynnane George, Julie Albertson

Do you hear comments like, "I didn't hear the question, could you say that again?" or find yourself repeating key points seemingly endless times over? Your students could be **distracted**! This interactive workshop will summarize the concepts and techniques from the book "Distracted: Why Students Can't Focus and What You Can Do About It" by James Lang. We will discuss some reasons students seem to be more distracted today than ever and offer small teaching strategies that will positively impact your classroom. The concept of this workshop is simple: perhaps our brains are hardwired for distraction. We need to abandon our futile quest to eliminate distraction, and instead learn how to cultivate students' attention.

Information Literacy Beyond the Library: "Information Has Value"

Session Facilitators: Matthew Jabaily, Larry Eames

Librarians and teaching faculty share a common goal of building information literacy skills and guiding students through the information creation process. "Information Has Value" is one of six "frames" or core concepts from the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education used by librarians in their instruction. This workshop will engage teaching faculty, librarians, and others in activities and conversations about the ways we value information across disciplinary boundaries. The facilitators will introduce this frame by sharing examples of the valuation of information in their work and library-based teaching, focusing on "value" in terms of money, time, and less tangible social and democratic terms. Activities and discussion will focus on having participants reflect on and share how information is valued in their disciplines and how they negotiate that value with students. Participants will reflect on questions like: When should information be free and what does that mean? In what ways does access to information impart advantages to certain individuals or groups? And how might we incorporate the ways students already value information into disciplinary understandings of value?

Work Like an Information Technology Professional

Session Facilitator: Isaac Poole

The world's technology is everchanging. The staff and faculty of UCCS exist in a perpetual state of future shock always attempting to adopt modern technologies; this causes technology fatigue and hurts workflow. There are a couple simple tricks that the Office of Information Technology technicians and administrators use to improve their workflow and seize back precious time and energy. The presentation will start with a discussion about the combination of Academic Support and the Help Desk into the Service Desk. A unified team means a unified technology assistance solution for faculty, staff, and students. During the interactive part of the professional development workshop, attendees will learn to use various Microsoft Windows 10 tools including: clipboard, screen capture, hotkeys, Microsoft Teams softphones, and virtual labs. To avoid the conventional methodologies of technology education, the attendees will listen to mini-lectures and play a couple of games to help them understand the concepts better. To help attendees understand clipboard and screen capture better, they will solve a puzzle featuring Clyde and make a collage. Attendees will race to see who can open the Microsoft Office suite the fastest. Teams softphones will be discussed and follow up question time will be allotted for questions about the migration as well as a presentation about Virtual Labs. Through interspersing lectures with activities, the attendees will be able to remain engaged and take back their power through enhanced workflow and engagement with modern technology.

Tools for Mentoring Graduate Students

Session Facilitators: Elizabeth Daniels, Diana Selmeczy, Rachel Thayer

This session is intended to be practical and focused on introducing attendees to tools for mentoring graduate students. Several tools will be explained including: (1) a mentoring map to help students identify a network of mentors rather than relying on their primary mentor as a sole mentor; (2) mentor-mentee agreements to facilitate communication between mentor and mentee about expectations for their working relationship; and (3) an advising statement which can be thought of as a meta-syllabus or statement of one's mentoring philosophy. Examples of these tools will be provided to attendees.

After an introduction to these tools, participants will be guided in creating their own advising statement. Presenters mentor MA and PhD students and are early career and tenured faculty members.

Concurrent Session 6: TED Talks – Thursday, 2:00-2:30

Autoethnography as a Tool to Enhance Critical Thinking

Session Facilitator: Brynn Adamson

Critical thinking skills are important markers of success in college education and have been named as one of the most highly sought-after skills in the workplace. In this session, we will discuss autoethnography as a tool to teach, cultivate and assess critical thinking. Health Behavior Change is a required course in the Health Sciences: Health and Wellness Promotion program. In this class, students learn theories of health behavior and evidence for the health benefits of different behaviors. A large component of this course involves students setting a health behavior change goal for themselves. Throughout the course, this behavior change goal is a touchstone to help students make connections to the different theories that they learn. Additionally, students reflect weekly on their progress, the external and internal factors that are influencing their progress with their behavior change, and the messages that they hear and see around them. Each week, students are asked to identify two external messages (in the news, on social media, from friends and family, in books or in classes etc.) related to their behavior change and what those messages are meant to make them think, feel and do. At first, these reflections are very superficial but over the course of the semester, as they read critical works on health promotion and experience embodied struggles with changing their own health behaviors, they begin to think more deeply and critically about these messages and how they influence the health behavior landscape where they find themselves. All of these reflections serve as data to analyze for their final assignment – an autoethnography. Autoethnographies ‘are highly personalized accounts that draw upon the experience of the author/researcher for the purposes of extending sociological understanding’ (Sparkes, 2000, p.21). An autoethnography ‘lets you use yourself to get to culture’ (Pelias, 2003, p. 372).

Put Your Professional Development Hours to Work for You!

Session Facilitators: Laura Austin-Eurich, Sharon Stevens

This session highlights how faculty invest in their own professional development to complete the Teaching Enhancement badge. Digital badging provides the opportunity to document professional development and teaching enhancements for one’s annual review. This digital badge can also be included in departmental profile pages, digital portfolios, and social media networking sites such as LinkedIn. Faculty will have the opportunity to set their own teaching goals and select their professional development within interest tracks completing the digital badge. Presentation objectives:

- Examine the professional practice of teaching enhancement
- Define digital badging and credentialing as part of professional development
- Recognize faculty teaching enhancements through digital credentials that acknowledge professional development accomplishments

Critical Instructional Design and the Student Employee Experience

Session Facilitator: Jessica George

A pedagogical approach driven by ethical qualities such as “collaboration” and “emergence” (Morris, 2017), critical instructional design frequently guides discussions college classroom and faculty professional development but is often missing from the realm of student affairs. Using real examples from supervisory experiences with the peer mentoring team at the UCCS Pre-Collegiate Development Program, this training will demonstrate the relevance of critical instructional design to student affairs, with a focus on supervisors of graduate and undergraduate student employees. Topics discussed may include participatory learning, universal design, and humanistic mentoring. Participants will become familiar with the field of instructional design and how it can be used to improve the learning outcomes and work experiences of student employees. The training will begin with a brief introduction to critical instructional design and its guiding ethos and ethics, examples of instructional design in the presenter's workplace, and a participant reflection about how instructional design might be used in other student affairs contexts and/or workplaces on campus. The scholars to be cited in this presentation include but are not limited to: Jane Fried and Ruth Harper (eds. of *Learning Everywhere on Campus: Teaching Strategies for Student Affairs Professionals*, 2018), Jeanne Higby and Emily Goff (eds. of *Pedagogy and Student Services for Institutional Transformation*, 2008), and Sean Michael Morris ("A Call for Critical Instructional Design," 2017).