Medical Assisting and Health Sciences Department
The Teaching Professor 2022 Conference Summary
June 3-5, 2022
Atlanta, GA

The Teaching Professor 2022 Conference was held at the Marriott Marquis in Atlanta on June 3-5, 2022. There were over 800 registrants in attendance.
This was my second time attending this conference. I attended in 2012.

Individual Professional Growth Plan goals:
Earn CEU's to maintain my Certified Hospitality Educator credential.
Continue to acquire new impactful pedagogical practices.
Continue to improve upon my teaching effectiveness in all formats: F2F, Hybrid/Blended, and Online.

Friday, June 3

Open Plenary Session

Inclusive Teaching: A Pathway Towards Liberation in Higher Education
Tracie Marcella Addy, Assoc Dean of Teaching & Learning/Director of the Center for the Integration of Teaching, Learning & Scholarship, Lafayette College.

Dr. Addy spoke about a shared vision to teach students in a way that liberates higher education and how as instructors, we can contribute to the attainment of this goal by supporting the educational journeys of diverse learners through inclusive instruction.

Poster Sessions (with published summaries)

A Cultural Priority: Simple Practices for Stimulating Student Engagement
Jane Sutterlin, University of Utah, and Maria Wherley, Penn State University
Continued research in learning science and the science of emotion informs recommendations for how instructors can promote student engagement by cultivating a relationship-rich climate that facilitates learning and sets students on a positive cycle of support, motivation, and success. What can you do to welcome students to participate, learn more easily, and feel validated? We'll share ways to employ the four Rs of Relationships, Relevance, Rigor, and Reflection to engage students on many levels. Come talk with us about how the incorporation of learning science research principles, along with the utilization of basic technologies, can engage students and enhance your teaching and learning.

Student-Centered Learning Via Collaborative Practice: Case Study Writing and Teaching
Nalini V. Broadbelt, Michelle A. Young, and Nevila Jana, MCPHS University
To assist the student in knowledge acquisition and its transformation this project was created to allow students to be analytical and creative in their learning process. Students were grouped via similar interests but different skills into teams. Using current and past courses' foundational

knowledge they worked to create a multipart clinical case study. The learners were able to engage in higher-order thinking, problem-solving, and complex learning as they become competent in collaborative practices and responsible management to accomplish the tasks

Transforming Teaching and Learning in Higher Education with NeuroScience
Rachelle Franz and Tyler Weldon, University of Central Oklahoma
America's higher education system is at a juncture between traditional and contemporary views of teaching and learning. Traditional instruction is often at odds with how we now understand humans learn. Unfortunately, many faculty at U.S. institutions of higher education do not have access to nor the ability to pursue sustained professional development related to their teaching. Thus, they may not be able to implement instructional practices that align with what research from cognitive learning sciences has uncovered about teaching and learning. Faculty often rely on "neuromyths" which are rarely congruent with contemporary knowledge of how learning occurs. Our work seeks to address this problem by helping faculty separate neuroscience facts from fiction and reimagine their instruction considering contemporary knowledge from the learning sciences.

Practice-Testing Using Student-Authored Multiple Choice Questions
Cynthia Rothenberger, Alvernia University
Research in a variety of disciplines indicates that practice testing with student-created questions is an effective study strategy for college students as they prepare for examinations. Results of a descriptive correlational study of the relationship between engagement in a free online platform for student-authored multiple-choice questions and examination grades among prelicensure students will be presented. Participants who had a higher mean exam score were more likely to have answered more questions and submitted more ratings. Strategies for implementation of practice testing using student-authored questions in an online setting, applicable in any discipline, will be discussed.

Student Preferences: Favored Elements of Traditional, Blended, and Online Learning
Stephanie Adams, Illinois College of Optometry
With the increased use of distance education, instructors need a better understanding of which remote instruction elements should be used to promote learning and student satisfaction. To achieve this understanding, first-year optometry students were surveyed on their preferred didactic course formats in higher education: traditional, blended, or fully online. Students also indicated the most important features of their preferred format. Most students preferred a blended learning environment due to the flexible lecture schedule, self-paced course mastery, and efficiency. The results of this survey can serve as a guide for future course design and administrative considerations.

Students Evaluate Customized Instructional Videos for Successful Learning
Elizabeth Wyles, Illinois College of Optometry
As part of a remote learning ocular anatomy (OA) course, customized instructional videos with active-learning strategies were created to deliver the course content. Using basic editing software and a video streaming platform, the instructor-created videos incorporated supplemental features including clinical images and videos, interactive applications, instructor-led drawings, self-assessment questions, pop-up text emphasis, break-away images for review, and free-hand annotations to enhance student understanding and engagement. This study examined the

perspectives of students who completed OA using the videos and examines the specific video features that best supported successful learning.

Reducing Math Anxiety and Increasing Math Self-Efficacy
Shanda Hood and Josh Girshner, University of Arkansas
Math anxiety is the feeling of nervousness or fear that can create difficulty in learning or doing mathematics. Studies have shown that there is a correlation between math anxiety and math achievement. In an 8-week online course, students studied topics including math anxiety, mindset, and memory formation. These students completed a video presentation describing a real-world application of mathematics. Hence, they examined the root causes of their math anxiety, and strategies for dealing with these negative feelings, and explored mathematics applications. A comparison of pre- and post-course MSEAQ results showed an increase in reported self-efficacy regarding mathematics.

Supporting Veteran/Military Students in a "VIP Care" Program
Ken Tillman, Southeastern Louisiana University
The "Louisiana Increasing Opportunities for Nurse Veterans in Primary Care" (LION VIP CARE), a HRSA grant-funded project, provides veteran/military nursing students opportunities to develop primary care nursing competencies. Working with veteran/ military students over the 3-year program has revealed the challenges these students face in the academic setting. Many reported feeling disconnected from their college peers. In general, civilians on campus, including faculty, lack an understanding of veteran/ military students and military culture. Many of these students struggle with balancing school with work and family commitments, and these students may also suffer from mental health issues.

Using Theme-based Instruction to Increase Performance of Students with a Learning Disability Brian Ogle, Beacon College
Beacon College documented a difficulty with maintaining student performance against established institutional measures. The goal of this study was to determine if theme-based instruction, when integrated with active learning strategies, had the potential to increase student performance in the course. Findings suggest theme-based instruction has the potential to increase student performance in an undergraduate science course for this student population. The level of integration of theme-based practices can influence the level of outcomes; however, it appears to have no direct impact on final semester grades.

Accessibility Includes Retrieval of Materials
Janene V. McMahan, University of Alaska Anchorage
In addition to the accessibility of your materials, consider other types of access. Students may not have the money to pay for good internet access or be in an area where it is available.
Use the lens of 'if you can't reach it, it doesn't matter if it is accessible.' Therefore, any item you work to make fully accessible should be reachable by underrepresented tech audiences and poorer individuals.

Building Inclusive Campuses: Examining the Effects of Instructor Leadership Behaviors on Student Belonging Christina Leshko, SUNY Canton

Experiencing a sense of belonging, feeling accepted, and building relationships are crucial for undergraduates. These components contribute to increased engagement, retention, and graduation. These experiences are particularly integral for historically underrepresented groups, such as those identifying as BIPOC, LGBTQ, nontraditional, persons with a disability, or economically disadvantaged, who are more likely to encounter unforeseen obstacles. The purpose of this study is to expand an understanding of how instructor behaviors in the college classroom influence undergraduates' sense of belonging and support inclusive campuses.

Creating Equity through Stakeholder Engagement
Susan Welch, University of West Georgia
The research aims to determine the process and provide a theoretical framework by which academic and healthcare stakeholders engage in developing and renewing nursing curricula. The proposed research will determine how nursing academia and healthcare stakeholders develop and renew nursing curricula using grounded theory methodology. In conclusion, a theoretical framework of the process is necessary to select robust competencies consistent with current nursing practice.

Co-Teaching During Pandemic Times: Our Remote-Virtual Learning Experience
Iliana Ballester-Panelli and Alba Brugueras-Fabre, Universidad del Sagrado Corazón
Sometimes, during these pandemic times, professors have felt like beginners instead of specialists. These isolated times have created an urgency for faculty to support each other and collaborate. Co-teaching can be seen as an incredible way to do this and ensure student learning. However, sharing a course, even remotely, has become more complicated. When designing, planning, and teaching a remote-virtual course, adding faculty expectations can create many challenges, from scheduling, curating content, and sharing instructional responsibilities to finding innovative approaches to promote the student learning experience. The presenters have developed a planning tool for co-teaching planning. The planning tool helps define the roles and responsibilities derived from a co-teaching experience. It provides specific steps for developing a team-teaching course, as in this case, in a remote-virtual learning setting.

Teaching Personas of Teaching Professors – Do They Exist & Do They Matter?
Kristel, Gallagher, Thiel College
The purpose of this exploratory study was to consider the possibility that college professors may perform their duties as teachers under the guise of "teaching personas" that are unlike that of their everyday lives, while also examining the potential relationship between persona distinctiveness and the overall work experience of professors. The findings suggest that professors see themselves as more extroverted, emotionally stable, caring/supportive, professionally competent, and better communicators as teachers than in their everyday lives. Being more conscientious, feeling more capable, and perceiving oneself as a better communicator in the teacher role were associated with more job burnout.

Saturday, June 4 Concurrent Sessions That I Attended

The Next Normal: Re-engaging Students in the Hybrid Classroom
Heather Gilmour, Springfield College, and Julie Wienski, University of Denver
This session focused on the increasing challenges of the hybrid classroom, given the continued COVID fatigue students and faculty feel each day. It examined the ways that Generation Z faces the classroom and discussed strategies to humanize teaching to reach students where they are—emotionally and academically.
While most of this information was not new to me, it was a good refresher – especially the discussion of how Gen Z is so much different than previous generations in their learning style.

Inspire to Learn, to Change, to Grow
Melodie Rowbotham, Southern Illinois University Edwardsville
Mentors, colleagues, and department chairs can help support and encourage innovation to improve teaching and learning. Appreciative inquiry/coaching and motivational interviewing are skills that can be used to improve, change, and promote the growth of educators. Appreciative inquiry (AI) is a strength-based developmental approach. AI uses questioning to help faculty discover, dream, design, and deliver. Motivational interviewing (MI) can be used to encourage faculty to take ownership of their own development and decrease their resistance to change.
This session was both interesting and intriguing. While it was geared more toward folks running professional development or centers of learning on their campuses, it provided some thoughtful insights into my own career goals as an educator.

What's Backward about Backwards Design? Creating an Aligned Course
Debbi McCuin, Mount Marty University
In teacher training, teachers are taught to start, embed, and end with their student learning outcomes in mind. Professors, on the other hand, are experts in their content discipline, and may have little to no formal training in teaching itself. This session highlighted the importance of aligning a course's instructional tools and materials, activities, assignments, and assessments with carefully worded course objectives. Considered one of the "best practices" in teaching, having a "backwards design" mindset works for face-to-face and online courses alike.
Since I have done course mapping and backwards design often, this information was not new to me.
This session, however, did give additional insight into handling various obstacles in backwards design, particularly in online and hybrid courses to ensure a finalized, aligned course that meets all desired SLO's.

Strategies to Maximize Student Engagement in Online Group Work
William Carr and Deborah Greenblatt, Medgar Evers College, City University of New York
Behavioral, emotional, and cognitive components are critical for student engagement online, but the importance of accountability is often underappreciated. The lack of accountability frequently diminishes enthusiasm for group work among undergraduate students. This presentation built upon evidence-based approaches that use group roles to enhance learning.

I do a lot of group activities in F2F and online courses. Over the past 2 semesters, I have begun to discuss and layout definitions for roles that students need to assign before the activity commences.

This helps to hold all group members accountable as each has a role. Additionally, through my teachings at UA, we incorporate Qualtrics website peer evaluations that must be completed to offer anonymous feedback to all group members on various aspects of group participation. I discussed the Qualtrics peer evaluation surveys more in-depth with the group I was involved with for activities in this session.

Using and Creating Virtual Escape Rooms for Formative Assessment
Andria Phillips and Kristine Pedernal, York University
Virtual escape rooms are innovative and interactive learning activities that educators can implement to help reinforce knowledge, teamwork, communication, and to assess and evaluate learning. Through their active participation in a virtual escape room activity, attendees had an opportunity to reflect on how escape rooms offer a virtual space for participants to engage in active learning by finding clues and solving puzzles, foster communication, and collaboration, and discuss how they might use this teaching-learning strategy in their discipline.

This session was amazing! I plan to incorporate virtual escape rooms in a couple of my courses.

Sunday, June 5 Concurrent Sessions That I Attended

Going Backward to Move Forward: Preparing for Hybrid Teaching
Amy Pinkerton and Mia Lamm, The Johns Hopkins University Bloomberg School of Public Health
Insights from recent trends indicate that hybrid learning models that combine traditional face-to-face classroom instruction with online learning will persist into the future. It is crucial to ensure that hybrid learning experiences effectively engage students through alignment with learning goals (Wasik & Bray, 2020; Thurber, 2021). Presenters propose an expanded Backwards Design framework that acknowledges the learning environment in the design process. The benefit of using this model when developing a hybrid course is the intentionality in planning for learning goals and experiences through careful alignment and organization. This presentation prepared faculty to (1) identify and discuss the key components and special considerations of hybrid learning environments; and (2) incorporate and apply these considerations into an expanded Backwards Design framework.

This session was excellent!. Although JHU's definition of Hybrid was that of HyFlex, the information was great.

They (both instructional designers) provided forms for documenting the thought process of how the backwards design should be carried out and consideration is given to the learning environment along the way.

How to Foster a Growth Mindset in Your Students
Melissa Michael, John Brown University and Laura Perkins, Southside Elementary, Siloam Springs

A fixed mindset is a belief that one's talents, skills, and intelligence are fixed traits. This belief has detrimental effects on a student's achievement regardless of their age or what content they are learning. Research shows that helping students to develop a growth mindset can increase student achievement significantly. There are several strategies teachers can use to help change students' mindset in the classroom, which ultimately helps them in all areas of their academic and personal life. This session highlighted two teachers' efforts to change their students' mindsets and increase learning in their classrooms. Session participants had the opportunity to reflect on the research and their teaching practices, and develop ideas for changes in their classrooms.

This was an excellent session. I have several strategies to use within lectures, assignments, and grading rubrics to help push students further in the growth mindset rather than just meeting minimum requirements for a specific SLO.

Closing Plenary Session

You Can Do This Imperfectly or Not at All: The Dynamics of Teaching Race
Stephen Brookfield, distinguished scholar, Antioch University

Dr. Brookfield spoke about the current environment and the challenges of teaching in an anti-racist way. He discussed his experiences as a White man teaching solo, and his work as part of a multiracial teaching team, trying to bring racial issues into the classroom. He identified the elements of antiracist pedagogy and explored the sequencing of specific approaches, activities, and exercises to bring students into an engagement with raw and contentious racial issues. Underlying his practice is the conviction that when it comes to teaching race there are only two ways to do this—imperfectly or not at all. The was a wonderful way to end the conference. His lecture was thought-provoking on many levels!

Summary

Overall, I learned a lot from all the sessions I attended.

At each juncture, it was difficult to choose a session as there were so many that sounded interesting. The conference app was a great tool not only for networking with participants and speakers but also review PowerPoints of sessions that were my second/third choices. I earned CEUs to maintain my CHE credential, networked with many educators across a wide variety of disciplines (a few of whom I will keep in touch with), and brought back many ideas/strategies to try in my courses both at SUNY-Broome and the University of Alabama. I am already thinking about attending in 2023 – in New Orleans. And, perhaps even submitting a proposal to conduct a session either solo or with a colleague!