

The background of the entire image is a scenic landscape. It features a range of mountains with patches of snow or light-colored rock, partially obscured by a dense forest of dark evergreen trees. The sky is a deep, vibrant green, suggesting either a sunset or sunrise. The overall mood is serene and majestic.

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Conference

Teaching &
Engagement

THEME: JOURNEYS TO DISCOVERY

| List of Presenters | Affiliated University | Title of the Presentation | Email | Summarized Abstract |
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| Alden-Rivers, Bethany Morris, Trevor | Utah Valley University | Towards an understanding of teaching excellence: Faculty conceptions of good teaching | bethany.alden-rivers@uvu.edu trevor.morris@usu.edu | The Teaching Excellence project at UVU is a one-year initiative to develop a shared understanding of what good teaching means for UVU faculty. Drawing on a phenomenographic methodology, researchers will collect open-ended survey data from UVU faculty. These data will be analyzed to determine a set of qualitatively different conceptions--or 'ways of understanding'--good teaching practice. Findings from this study will inform a UVU Teaching Excellence Framework, which will support faculty development, teaching evaluations, and processes for faculty recognition. |
| Arendt, Dr. Anne | Utah Valley University | Developing a Scholarly & Creative Undergraduate Learning Utah Consortium | anne.arendt@uvu.edu | Faculty at Utah Valley University have worked to develop a group called Scholarly & Creative Undergraduate Learning Partnership Team (SCULPT) this past year. As a part of this effort a white paper was written that can be found at https://goo.gl/s0DgUp which, at the time of this submission, is working its way through upper management. Upon completion of this paper, one of the participants suggested we work with other educational institutions and ideally create a Utah consortium in support of scholarly and creative work at the undergraduate level. Thus, the idea was born. We are now looking to implement this idea. |

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| Astin, Noreen N. | Utah Valley University | The Life-Changing Journey of Teaching: Preparing, Progressing, and Arriving. | astinno@uvu.edu | <p>Preparing for teaching is an important step. I will share some insights from recently retired American Fork High School's band teacher, John Miller, who took his students on celebrated tours and touched the lives of numerous students. He raised the standard of excellence for the performing group. I will stress his knowledge of his subject, his love of the subject, his love of teaching, and especially his love for the students. I will share some student testimonials, along with comments from people who know this remarkable man. I will stress the need for the teacher's self-care, as well. I will also share the importance of teaching methods in planning, including a model of backward design, starting from the clearly defined outcome and preparing learning activities to accomplish that goal.</p> |
| Barnes, Elizabeth Lester | Boise State University | Engaging in Culture: Strategies for Supporting Learning and Success for All Students | Elizabethbarnes@boisestate.edu | <p>Proposal: Through a series of activities this workshop will consider the complexity of visible and invisible aspects of identity, and how they impact learning. Participants in the workshop will apply basic principles of Universal Design for learning as a form of inclusive teaching. Participants will work in teams to brainstorm UDL teaching methods. The workshop will end with the idea of "Bright Spots" and how one can re-envision the way they think about how they approach diversity in the classroom.</p> |

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| Bradford, Joel | Utah Valley University | Integration of Community Service, Engagement, and Learning in Environmental Management | bradfojo@uvu.edu | <p>ENVT 3530 is built entirely around community-engaged, problem-based learning. Environmental Management Systems (EMS) is a set of processes and practices established by the Environmental Protection Agency (EPA) that enable an organization to reduce its environmental impacts and increase its operating efficiency. It is a framework that helps an organization achieve its environmental goals through consistent review, evaluation, and improvement of its environmental performance. We choose a community organization and work with them to build an EMS. Our class takes on the role of business consultants working with a team from the community organization. Our students learn the concepts of EMS, Total Quality Management, Statistical Process Control, scheduling and get real world experience which looks good on a resume. Our community partners get a written, real EMS that they use to show compliance to EPA standards and a frame work for Contiguous Process Improvement. Some of the organizations that we have worked with are USANA Amphitheater, Saratoga Springs City, US Synthetic, UVU School of Science and Health, And Brahma Construction.</p> |
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| Brown, Joshua | Utah Valley University | Evaluating Fashion Fluency | jkbrown2011@hotmail.com | <p>Though fashion is a branch of aesthetics that offers insights into the effect of marketing and self-identity, it has had little research attention. In the current study, the Fashion Fluency Scale was developed to measure knowledge acquisition. That scale, plus the Aesthetic Fluency Scale developed by Smith and Smith (2006), was given to 173 undergraduate students and community members. Results indicate that fashion fluency is made up of two correlating components, knowledge about fashion history and label recognition, while aesthetic fluency has one component. Results also show the Fashion Fluency Scale to be a useful tool for measuring fashion expertise.</p> |
| Brown, Joshua Knaphus, Camille Boettchr Ellison, Bryanna | Utah Valley University | Introducing Technology into the Classroom: Will it Foster Learning? | jkbrown2011@hotmail.com camilleknaphus@gmail.com 12boettbrym@gmail.com | <p>Blogs have become a popular method for publishing information and creating content. Previous research has suggested that writing blogs may promote reflective writing, which fosters learning. The purpose of this project is to assess whether the use of technology in the classroom can enhance learning. In addition to lectures and writing assignments, the course included a Facebook page and a blog-type writing assignment. At the end of the semester, students filled out a questionnaire rating various teaching tools. Preliminary results suggest that students rated the new classroom teaching tools as useful, higher than the presence of a teaching assistant.</p> |

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| Brown, Sally A. | Utah State University | Enhancing Comprehension for Undergraduate Students Through Critical Literacy & Self-Questioning | sallybrown.usu@gmail.com | <p>Reading Between the Lines: What the ACT Reveals About College Readiness in Reading (2005) reported that only 51% of students that took the American College Test (ACT) in 2005 and were planning to attend college met the reading readiness benchmark. Students entering our classrooms often do not have the literacy skills needed to be successful in mastering the course material. Diverse student populations may require comprehension instruction that engages them with the text and provides them “power” in their own learning. Critical literacy and self-questioning can provide students the framework to approach challenging text within discipline areas.</p> |
| Chapman, Jared | Utah Valley University | Game on! - Using Project Delphinium to add gamification elements to your course | jared.chap@gmail.com | <p>Over the past few decades, technology has played an increasing role in education. This shift has created challenges related to student motivation. For example, a recent study show only a 4% completion rate for Harvard and MIT MOOCs. Project Delphinium attempts to address the challenge of student motivation by applying gamification principles. Gamification is the application of game mechanics to non-game environments. In this presentation you will learn the basics of gamification theory and how to add game elements like leader boards and progress indicators to your Canvas course in just minutes. Bring a laptop to work along!</p> |

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| Christensen, Trudy | Utah Valley University | Exploring New Territory: Moving Service-Learning Online | christtr@uvu.edu | I have been using service-learning in many of my face-to-face courses for ten years now. But as I approached the task of developing an online version of one of these classes, I wondered: How do I translate service-learning experiences I've incorporated in my face-to-face class to the online environment? How do I convey the advantages of this pedagogy online? How can I best advise students and steer them toward viable projects when they may not be on or near campus? What kinds of outcomes can I expect? This is the story of the discoveries I made in this journey online. / |
| Cox, Suzy | Utah Valley University | Are they getting it? Technologies for formative assessment and student engagement | coxsu@uvu.edu | It is often difficult to engage students in college classes, as well as to get a clear picture of how well they are understanding course content. While this is a challenge for every instructor, it can be even more true for those who teach large sections. Today's mobile technologies can help us address those concerns. In this session, you will have the opportunity to learn and experience some free and simple technologies that I use every day in my classes to increase student participation and assess understanding. |

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| Cox, Suzy | Utah Valley University | Universal Design for Learning | coxsu@uvu.edu | <p>Universal Design for Learning is an approach to instruction that recognizes that vast diversity of students in our classes and encourages advance planning to allow all students better access to course information as well as improved opportunities for class engagement and expression of learning. In this session, I will demonstrate how I have incorporated Universal Design for Learning in my Educational Psychology courses at Utah Valley University and how Canvas can be utilized to organize and enhance this teaching approach.</p> |
| Cox, Vaughn | Utah Valley University | The Performance of Finance Students - Face to Face versus Online Classes | vaughn.cox@uvu.edu | <p>Do students studying finance learn better in a face to face class than in an online class? In this study Dr. Cox compares the performance of over 950 finance students (55% face to face and 45% online). The classes were structured to be as similar as possible using the same textbook, assignments, quizzes, case studies, and exams. The analysis compares dropout rates, class success, and critical thinking.</p> |

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| Fenollar, Joaquin | University of Kentucky | Exams that build confidence and have value for life / Thought Sheets to engage each student each class | fenollar@gmail.com | <p>/ Two simple and effective Teaching Strategies. For the last five years, I have been using two teaching tools that I would like to share with other colleagues during the conference, if possible, whether as a nano talk or symposium, or whichever format may fit best with effective teaching tools that promote engagement and push students out of their comfort zone. / / These two tools are: "Mock Interview Oral Exam" and "Thought Sheet". I have used these tools for a few years and all of my students wish more faculty would use them. At the end of the semester, when I ask feedback to my students, they encourage me to keep using these tools. I will describe below a bit of each of these two teaching strategies. I do not provide any framework or literature supporting these tools, but many constructs and concepts from a variety of teaching theories support the use of these tools. Thanks for your consideration. I also use plenty of Google Docs in all of my classes, which is another experience I could share if there is interest.</p> |
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| Festle, Mary Jo | Elon University | Creating Connections in Inclusive Classrooms | festle@elon.edu | In inclusive classrooms, all students feel challenged to learn and explore course material, readily participate in class, and view themselves as people who belong in this community of learners. In this workshop, participants will be introduced to some of the research findings of Claude Steele and Josh Aronson on stereotype threat. Then they will consider practical ways they can support deep student learning and engagement in an inclusive environment with the “cues” they send and the ways they frame tasks and provide feedback. |
| Francom, Rachel Bye, Colleen | Utah Valley University | National Geographic World By the Numbers in a Math Class | rfrancom@uvu.edu colleen.bye@uvu.edu | Last semester I tried some engaged learning methods with my Math 990 and Math 1010 students. I used the National Geographic's "World By the Numbers" feature to engage students in using graphs, charts, informational text, and math to understand and evaluate various topics relating to the world and current issues. I then required students to create their own "World By the Numbers" by researching, gathering data, and synthesizing a topic in their area of interest. Colleen and I will discuss the desired outcomes of this project, the actual outcomes of this project, and where we hope to take this type of project based learning in the future. |

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| <p>Gallegos, Cara Connor, Kelley Martz, Kim</p> | <p>Boise State University</p> | <p>The Use of a Game-based Learning Platform to Engage Nursing Students</p> | <p>caragallegos@boisestate.edu kelleyconnor@boisestate.edu kimmartz@boisestate.edu</p> | <p>The purpose of this study was to describe undergraduate nursing students' reflections of their experiences with a game-based learning platform. Gaming has gained attention as a technique to motivate students and intensify learning with goals and rewards. A descriptive qualitative research design was used to elicit undergraduate nursing students' reflections on their experiences with 3D GameLab, a game-based learning platform. Data were analyzed using thematic analysis. Thematic analysis resulted in the following themes: no learning enhancement, difficulty navigating the platform, and game-based learning has potential to be helpful. Game-based learning has the potential to help engage students in their courses. /</p> |
| <p>Garcia, Elena Gerber, Lindsey Johnson, Benjamin</p> | <p>Utah Valley University</p> | <p>The Role Reflection Plays in Students' Development of Deep and Engaged Learning Practices</p> | <p>elena.garcia@uvu.edu lindsey.gerber@uvu.edu benjamin.johnson@uvu.edu</p> | <p>This will be a three-person symposium presentation made up of faculty from three different departments in University College. In this presentation we will discuss the important role that reflection plays in our teaching of early-stage students (first and second year). This presentation fits within the "Engaged Classroom Pedagogies" track because reflection demands that students engage deeply in their own learning and discover their own best practices. In the large group discussion at the end of our session, we will encourage participants to share the ways they use, or might use, reflection in their courses as well. The goal is that we will all leave the session having a multitude of approaches to reflection that encourage student self-discovery.</p> |

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| <p>Gardner, Douglas S. Atkinson, Kelsey</p> | <p>Utah Valley University</p> | <p>Reading and Book Experiences of First-Generation College Students Who Completed College and Obtained Career Success</p> | <p>dgardner@uvu.edu Kelsey.barney1@hotmail.com</p> | <p>This research arrived at through qualitative interviews addresses the book and reading experiences of first-generation college students who completed college and later went on to achieve career success. The implications of this research are that books and reading are tools or assets for first-generation students who are seeking to complete higher education goals. We identify the catalytic experiences and relationships that drive the value placed on books and reading and how following the initial experience the value placed on books evolves and becomes self-generative.</p> |
| <p>Gedeborg, Samuel K. Hill, Jessica C. Olsen, Jessica</p> | <p>Utah Valley University</p> | <p>Student Knowledge of Hybrid Courses During Scheduling</p> | <p>sgedeborg@uvu.edu Jessica.Hill@uvu.edu Jessica.olsen883@gmail.com</p> | <p>Discoveries from our journey of implementing a hybrid delivery method, leveraging online and face-to-face instruction, have shown a lack of student awareness when signing up for a hybrid course. Findings, practical solutions, and future research will be shared in an effort to improve scheduling communication and understanding for students.</p> |

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| Glassford, Marcy Wilson, Martha | Utah Valley University | Freshman Reading at UVU | marcyg@uvu.edu marthaw@uvu.edu | Here at UVU, the Freshman Reading Program aims to provide a common academic experience and introduce students to intellectual life at the university. Additionally the program goals are to create a greater sense of community among students, faculty, and staff, emphasize the value of reading, and establish the connection between reading, intellectual development, and other cultural events on campus. This SOTE session will provide resources for faculty interested in incorporating the book within their course(s) each semester. Whether you're teaching science or theater, we will provide valuable examples of how the inclusion of this book allows for a richer discussion and experience for students within your classroom. |
| Green, Erica R. Wilson-Ashworth, Heather | Utah Valley University | Is your active learning experience meeting your process-oriented learning outcomes? | ericargreen13@gmail.com heather.ashworth@uvu.edu | Is your active learning experience meeting your process-oriented learning outcomes? Increased interest in active learning in the classroom has been considerable due to the reported benefits (Arreaga-Mayer, C. 1998) of increased mastery of the course content. In addition to assessing the comprehension of course material, it is important for educators to evaluate the students' understanding of long-term ramifications of the course concepts in the real world as well as student confidence in investigating scientific questions. As a result, we developed the Learning Gains Inventory (LGI) assessment tool to measure students' perceptions of the following: (1) students' confidence/competence in solving scientific problems (2) the level of anxiety students experience during the learning process (3) student's ability to interact with other and (4) |

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| | | | | <p>the lack of perceived growth from completing the learning activity. The LGI consists of Likert scale questions for each of the learning areas. This tool was administered to undergraduate chemistry, astronomy, and biology students to assess student learning. The findings of this study will be used to gauge the effectiveness of the LGI to measure the benefits of an engaged, service, or active learning activity. The ability to evaluate the student learning gains from these activities is invaluable in determining the effectiveness of the experience to meet the learning outcomes.</p> <p>Arreaga-Mayer, Carmen. Increasing Active Student Responding and Improving Academic Performance Through Class-wide Peer Tutoring Intervention in School and Clinic November 1998 34: 89-94</p> |
| Gurell, Seth Lara, Fernando | Utah Valley University | Survey of student perception of video in online courses | seth.gurell@uvu.edu Fernando.Lara@uvu.edu | <p>Although there has been attention paid to “big data” and analytics with respect to video analysis (Daniel 2015, Sin & Muthu 2015, Siemens 2013, New Media Consortium 2014), it remains only one approach to understanding how student perceive video in online courses. This presentation will review the results of survey administered to UVU students regarding their perceptions of efficacy, preferred formats, and length of these videos. The presenters will discuss best practices that emergent from the data and future research possibilities.</p> |

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| Halverson, Taylor | Brigham Young University | Teaching Innovative Problem Solving Outside the Classroom | taylor.halverson@byu.edu | <p>Innovative problem solving is highly useful skill to apply in any endeavor. This focused presentation will demonstrate strategies for getting students out of the classroom to authentically practice and gain mastery of key elements of innovative problem solve methodologies. This presentation is founded on practical strategies used in a Business School course that helped learners master the principles found in the “Innovator’s DNA” research produced by Dr. Jeff Dyer (BYU), Dr. Clayton Christensen (Harvard), and Dr. Hal Gregerson (INSEAD).</p> <p>https://hbr.org/2009/12/the-innovators-dna</p> |
| Hammond, Ron Tsoi, Christina Hobson, Jackie Wynder, Esther | Utah Valley University | Best Practices: Lessons Learned From Conducting a Decade of Community Based Research with Undergraduates | ronh@uvu.edu tsoichristinamarie@gmail.com jackiehobson@gmail.com estherwynder@gmail.com | <p>What happens when non-profit organizations need research support but don’t have the staff to conduct it themselves? How do faculty engage undergraduate students in their research classes? The benefits of conducting community-based undergraduate research (CUR) have been identified in the literature (Strand et al., 2003; Szecsi 2015; Edwards & Marullo 1999; and Cooke & Thorne, 2011). This presentation briefly summarizes teaching strategies used in 73 non-profit research projects conducted over 10 years. Measurable benefits to both students and faculty are provided along with best practice guidelines for other faculty wanting to engage their undergraduate students in CUR efforts.</p> |

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| <p>Hanks, Madison Hill, Jessica</p> | <p>Utah Valley University</p> | <p>Student Rating of Instruction: Link Between Personality and Evaluation</p> | <p>maddiehanks96@gmail.com Jessica.hill@uvu.edu</p> | <p>Teaching effectiveness at the college-level is measured through the use of student ratings of instruction. We are examining professor-student rapport, student course engagement, humor and how the match between professor and student levels of extroversion influence SRI scores. We will discuss our results in the context of the validity of SRIs as a measure of teaching effectiveness. SRIs are controversial as measures of teaching effectiveness. Some researches contend that they are both valid and reliable measures whereas others acknowledge reliability but question their validity</p> |
| <p>Herbold, Katy Pellegrini, Tony</p> | <p>Southern Utah University</p> | <p>A Project/Problem Based Approach for the Career Journey of Aspiring Educational Leaders</p> | <p>herbold@suu.edu pellegrini@suu.edu</p> | <p>How do you teach mature, experienced, professional adults anything? Learn about the transformation of one graduate level leadership program into a project/problem based experience for educators seeking new direction in their career journeys. Two examples of this approach are shared: one very open ended project approach that provides the learner with a large degree of autonomy, and one the provides a more guided and directed experience.</p> |

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| <p>Hill, Jessica C. Tidwell, Brandy</p> | <p>Utah Valley University</p> | <p>Implementation of a Teaching Capstone Experience in Psychology</p> | <p>jessica.hill@uvu.edu brandytidwell6@gmail.com</p> | <p>Research illustrates that while psychology graduate students receive sufficient research training, they frequently lack adequate pedagogical training to effectively meet assigned teaching responsibilities. Concerns against increased pedagogical training include time limitations that more extensive training requires. We propose a potential solution by initiating pedagogical training at the undergraduate level. At Utah Valley University we recently implemented an introductory pedagogy class to serve as a senior capstone experience, which is consistent with the APA's recommendation for the undergraduate psychology major. We will discuss the implementation the course, its structure, and the potential benefits it could provide for students, faculty, and universities.</p> |
| <p>Horn, Matt</p> | <p>Utah Valley University</p> | <p>Does POGIL Promote Teamwork Skills and Does It Correlate with Class Performance?</p> | <p>hornma@uvu.edu</p> | <p>Colleges are grappling with course completion issues. Active learning methods are a possible solution to these challenges. One component of active learning pedagogy is group work. Anecdotal observations note cohesive groups are more likely to complete the course successfully. In order to investigate this relationship, we studied a large-enrollment chemistry course and small-enrollment biology course for teamwork skills and its correlation with student outcomes. Teamwork skills were evaluated using peer assessment, reflective essays and self-assessments. Correlations between measures of teamwork skills and student outcomes were studied to determine the development of teamwork skills as a predictor of student success.</p> |

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| Hungerford, Hilary | Utah Valley University | Using Google Earth in the classroom: a tool for both the sciences and humanities | hilary.hungerford@uvu.edu | Google Earth can be a fun and engaging part of classrooms in a wide variety of disciplines, and this workshop will walk you through the basics of Google Earth. From using a live earthquake feed from the United States Geologic Survey, mapping refugee camps in Chad, and virtual field trips to Venice and Moscow, I will demonstrate how Google Earth can be used to engage students in real-life examples and applications. |
| Jackson, Grant | University of Michigan | Student Engagement and Development in Intergroup Dialogue Pedagogy: The Mediating and Moderating Role of Self-Authorship | grantrj@umich.edu | Intergroup dialogue (IGD) programs are designed to promote intergroup understanding, intergroup relationships, and intergroup collaboration and action by facilitating the epistemological, interpersonal, and intrapersonal development (i.e., self-authorship) of student participants. In this presentation, I discuss the extent to which each of these three developmental domains has been integrated into IGD theory, research, and practice, based on my review and integration of the IGD and self-authorship literatures. I also discuss the implications of more fully integrating these three developmental domains into contemporary IGD theory, research, and practice. |

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| <p>Jasperson, Jill Ogletree, Senthia</p> | <p>Utah Valley University</p> | <p>How to integrate student internships into your research and curriculum</p> | <p>jillj@uvu.edu</p> | <p>Internship is an integral part of student learning. This is a discussion about what the author did to include internship credit with the free legal clinic that she conducted. This is a discussion on what students did in their internship, assignments used in the internship, and how it connected to the curriculum of their legal studies major/emphasis.</p> |
| <p>Jenson, Chase J. Peterson, Jake</p> | <p>Utah Valley University</p> | <p>Discoveries of the Scopolamine-Induced Model Meta-Analysis Project</p> | <p>CJenson@uvu.edu Jayt3p0@gmail.com</p> | <p>For most individuals, the most that they have to worry about is forgetting small items. However, individuals suffering from Alzheimer's disease have difficulty remembering old memories and facts. The current treatment involves only minimizing the symptoms of Alzheimer's. In order to assist in the development of a cure, the scopolamine-induced deficit model has been developed for use in drug trials. In this model the drug scopolamine is used to causes cognitive and memory deficits in mice which the trail drug attempts to reverse. While this research has been focused on the models' validity, it has been a journey for all involved.</p> |

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| Johnson, Michael C. | Brigham Young University | Uses of Video Annotation Software to Promote Deep Learning | mc_johnson@byu.edu | Video's instructional impact is enhanced when changed from passive viewing to actively focusing attention on critical aspects of learning. Video annotation tools can assist learners to analyze processes and performances; to record and review their own performance of target learning outcomes, to provide specific and time-sensitive commentary of their work, to analyze their own work and that of their peers, and so forth. Thus learners begin to see in a new way and learn more deeply. In this session we'll describe a variety of possible uses of video annotation tools and discuss available tools to accomplish these activities. |
| Kuddus, Ruhul | Utah Valley University | How to develop effective microquestions | ruhul.kuddus@uvu.edu | Microquestions are a series of multiple-choice questions (MCQs) around a learning objective. The microquestioning approach uses MCQ to orient students investigate a learning objective from multiple angles and get a practical experience on the objective. The approach also trains students on dealing with MCQs used by many standardized tests. Hastily developed MCQs can be trivial with little effect on lasting learning. The author has utilized MCQ-based microquestioning approach of teaching and learning for the past decade and conducted empirical research on its effectiveness. The presentation will elaborate the strategies of developing effective MCQs for microquestioning approach of teaching and learning. |

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| Litster, Kristy | Utah Valley University | Virtual Cookies Do Not Taste the Same as Physical ones. | Chemile@hotmail.com | Free technology idea to help increase distance classroom participation, discussion, and collaboration. |
| Litster, Kristy | Utah Valley University | Bridging the Gap Between Beginner and Expert in Training | Chemile@hotmail.com | Becoming an expert in a subject can take an entire career. The goal of higher education is to help students on their learning journey from the spark of interest to personal success. It is impossible to expect students to learn everything the teacher has taken years of experience to understand. Learn and share ideas for helping students step in the right direction towards self-confidence, realistic goals, and their ultimate success. |
| Love, Holly Williams, Brittany | Grand Canyon University | Poll Everywhere: Real Time, Real Results | holly.love@gcu.edu Brittany.williams2@gcu.edu | How do you know if your students are benefitting from classroom activities? Do you struggle with the practical constraints associated with implementing classroom assessment techniques? Poll Everywhere is an interactive application that allows instructors to actively engage learners while simultaneously providing instructors with in-the-moment data on learner's progress. Presentation will overview the basic functions of Poll Everywhere, examine how to implement classroom assessment techniques, provide strategies for using Poll Everywhere in both the online and face-to-face classroom, and receive practical ideas for Poll Everywhere integration. |

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| Palmer, Joan Mitchell | Utah Valley University | Striving for Success in a System That was not Built for Them: Supporting Adult Learners in Higher Education | joanpalmer56@gmail.com | This paper explores current research about adult learners in higher education. Building upon Knowles' (Knowles, Holton, & Swanson, 1998) foundational work regarding adult learner characteristics and that of Cross (1981) regarding barriers faced by adult learners in higher education, this paper explores current research about how institutional retention of adult learners will benefit individuals and society, the distinctive characteristics of adult learners, the barriers adult learners face in higher education, and practices that can decrease barriers and increase retention of this rapidly growing population of students. |
| Pellegrini, Tony | Southern Utah University | Streaming your Office Hours - Opening the "Virtual" to your Office | pellegrini@suu.edu | Do you ever wish that you had better communication with your of your learners? In this multimedia, technology driven world, does it often seem more difficult to gain access to them? Do you wish that you had more opportunity to connect and have access to their support and stability in helping their children meet their goals in your class? Maybe streaming video to their cell phones is a tool which could help you connect with them more regularly! |

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| Reilich, Eileen | Saint Martin's University | Performing High School and Middle School Classroom Vignettes using Forum Theater with secondary teacher candidates in a Secondary Methods class. | ereilich@stmartin.edu | This Action Research project is a continuation of work done previously in a Secondary Methods class in an effort to help individual teacher candidates develop interactional expertise. Methods used include vignettes captured from secondary classrooms which are then performed using Forum Theater. Data collection and analysis include grounded theory and phenomenological designs which show that teacher candidates enjoy, are engaged by, and learn from this activity more effectively than other methods typically used in university classes. Participants will participate in a sample of this activity at this workshop. |
| Schoepf, Sydnie | American Leadership Academy | Engaging Students with Real World Connections | sydnie.schoepf@gmail.com | In this presentation, class participants will get a brief overview of the educational theories surrounding situated cognition and problem-based learning to provide theoretical support for the use of creating real world scenarios to practice core standards in an unconventional way. This technique engages even the most reluctant students and demonstrates how the skills or concepts being learned apply to the world outside of school and are thus important for them to learn, practice, and apply. This technique also relies heavily on higher order thinking skills and can be identified as such on Hess' Cognitive Rigor Matrix. Multiple examples that involve various subjects will be included to spark inspiration! |

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| Smiley, Fred | Montana State University - Northern | The Teacher as Actor: Theory-into-Practive | fsmiley@msun.edu | The art and science of effective teaching has a myriad of skills attached to it. One important facet I have long championed is that efficient classroom teachers are also actors. That is to say, they not only have to master their subject matter and grade levels, they must be effective and interactive communicators. In my presentation, I will share those facets of teaching and acting that are coterminous, and will also suggest several skills that teachers can use in their classrooms. |
| Smith, Lucy Stitt, Jen Seltzer Crossland, Sean | Salt Lake Community College | The community's college | lucy.smith@slcc.edu jseltzer@bruinmail.slcc.edu sean.crossland@slcc.edu | The story of Salt Lake Community College's (SLCC) journey of discovery is a story of institutional evolution as well as the growth of innovative engaged learning experiences founded in experiential learning theory and best practices. SLCC adopted a collaborative approach to supporting engaged classroom pedagogies and High-Impact Practices through integrated efforts by student services, academic affairs, and Government and Community Relations. Under the banner themes of access, persistence, and success, these three divisions work with faculty, students, and community to provide students access to education which is relevant and inclusive, and while also tackling some of the most pressing issues of today. |

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| <p>Snelson, Laura Bornes, Renee F.</p> | <p>Utah Valley University</p> | <p>Course Assessment: Student Use of Study Strategies in SLSS 1000 University Student Success</p> | <p>laura.snelson@uvu.edu rbornes@uvu.edu</p> | <p>The purpose of this assessment project was to align one course objective in a student success course with assessment practices outcomes. The purpose was to learn the extent to which students' indicate they use specific learning strategies which included study skills, memory, and test taking strategies.</p> <p>Research design included an online instrument asking students specific questions regarding their use of academic principles at the start and end of the semester. We also determined whether items in the instrument clustered appropriately to measure intended traits. After data was analyzed, results were shared with instructors and mentors; observations of faculty-mentor discussions regarding how to use data to inform teaching practices were conducted as means of closing the assessment loop</p> |
| <p>Sorensen, Ursula Eliason, Susan Chieko, Susan Sorensen, D. Lynn</p> | <p>Utah Valley University</p> | <p>Student Consultants Empower Meaningful Connections Between Teachers and Learners to Enhance Student Learning</p> | <p>sorensur@uvu.edu susan_eliason@byu.edu dlynnsor@gmail.com</p> | <p>On your journey to discovery consider recruiting a former student as a "Student Consultant on Teaching" (SCOT). Invite this SCOT to observe some current classes and share feedback with you. SCOT perspectives complement Student Evaluations of Teaching (SETs) and peer feedback. Explore how several universities have developed this into SCOT services provided through their teaching/learning centers. /</p> |

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| Sorenson, Parker Hill, Jessica | Utah Valley University | The Potential of Engaged Learning in Breakout Sessions to Mitigate the Negative Effects of Large Class Sizes. | psorenson90@gmail.com Jessica.hill@uvu.edu | The number of students attending college has dramatically increased in the past two decades. Institutions have approached the dual issues of providing education to an increased number of students and minimizing costs in several ways. Prominent methods include larger class sizes, the introduction of long-distance education, and online courses. However, there are additional ways to handle the influx of students. Starting Fall 2015 UVU introduced a unique alternative infusing breakout sessions into large classes. Breakout sessions are centered on providing engage learning activities to support and deepen understand of difficult concepts. |
| Sotomayor, Maritza | Utah Valley University | Teaching with eBooks and learning platforms | maritza.sotomayor@uvu.edu | The objective of this presentation is to show the transition from traditional printed textbooks to an eBook and learning platform environment for a large class where I was able to reduce lecture time and spend more time with group work during class. we conducted a transition from a regular class size to a large class along with a transition from a printed textbook to an eBook and adaptive learning program. We accomplished two objectives, first to reduce students' textbook costs and second, to take advantage of new technologies to teach to a large audience with the same rigor as with regular size class. |

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| Swan, Richard Plummer, Ken | Brigham Young University | Decision-based Learning: Guiding Students' Journey toward Expertise | rswan@byu.edu ken_plummer@byu.edu | A journey to a new destination is easier with a road map. Decision-based Learning (DBL) provides a road map in the form of an Expert Decision Model (EDM). Students work iteratively through the EDM to acquire the conditional knowledge that experts possess and novices lack. "Just in time, just enough" instruction is provided to help students at each decision point. This workshop will introduce you to the process of creating an expert decision model to see if DBL is right for you and your students. |
| Swenson, Allison Jensen, Francine B. | Utah Valley University | Alternates and Self- Efficacy: Nursing Student Perceptions of the Admissions Process | allison.swenson@uvu.edu Francine.jensen@uvu.edu | The purpose of this qualitative research study is to consider how potential nursing students are affected by the processes used to gain admittance to an associate degree nursing program. Exploring what this experience is like for students who are admitted from statuses as alternates enlightens the knowledge base about their experiences during nursing school. When students are labeled as alternates and ultimately admitted, their self-efficacy and pre-conceived notions in regards to their sense of belonging, strength of qualifications or perceived worthiness are affected. These students may often compare themselves to their peers in negative ways. In addition, findings explore perceptions of being labeled "an alternate" that may linger beyond school into the self-efficacy of newly registered nurses. The implications of this study may identify unknown biases that students perceive about their qualifications to be successful in both nursing school and potentially beyond into the workforce. |

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| <p>Tershowski, Kaia Boag, Liz</p> | <p>Top Hat</p> | <p>Top Hat: Making Teaching More Fun and Effective</p> | <p>kaia@tophatmonocle.com Liz@TopHat.com</p> | <p>Research has demonstrated that student attention takes a dive approximately 10 minutes or so into a lecture. This is a normal biological response to the environment and helps explain why YouTube videos were initially limited to 9 minutes or less. This means that standard lectures are not going to produce significant learning for distracted students and means that students are not getting the full value of their education. Our mission at Top Hat is to make teaching more effective by increasing the interactive experience between professors and students using laptops, smartphones, and tablets. Come see the possibilities!</p> |
| <p>Thurston, Travis Stewart, Courtney</p> | <p>Utah Valley University</p> | <p>Online Learning Paths in Higher Education: A self-directed learner centered online course delivery.</p> | <p>travis.thurston@usu.edu Courtney.stewart@usu.edu</p> | <p>The adoption of online learning in higher education is growing rapidly throughout the United States. Some researchers question the challenges instructors face in online learning to effectively reach each student's learning needs and knowing learner attributes. We sought to identify and describe the impact of an online course development strategy of Learning Paths, a self-directed learner centered delivery, on student engagement and student evaluations of the course. We found that student satisfaction with the course and instructor increased. Student comments also revealed that they benefited from the opportunity to learn in their preferred learning style.</p> |

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| Tolman, Anton | Utah Valley University | Promoting Student Metacognition to Reduce Student Resistance | anton.tolman@uvu.edu | Student resistance to learning is frequently encountered by instructors; it can interfere with learning course content and the development of key intellectual skills. Although student resistance arises from many sources, instructors can proactively reduce it by recognizing it as a communication signal. One approach is to enhance student metacognition of their own learning, increasing their sense of responsibility for participating in the learning environment. In this workshop, Dr. Tolman will share his Integrated Model of Student Resistance as well as instruments he has developed and uses to promote student metacognition and increase student participation in an active learning environment. / |
| Trego, Angela, PhD. PE, PMP | Utah Valley University | I Hate Tests: Do students do something different when given a choice? | angela.trego@uvu.edu | Previous research has shown that cafeteria style grading encourages students to go above the requirements for an A grade. Cafeteria style grading means students choose to do those assignments or tests that appeal to their own learning interests or styles and do not need to submit all the assignments to get an A grade. Types of assignments currently include: discussions, tests, reports and projects. This presentation will look at what assignment types students do choose to submit when given a choice. Interestingly, students choose tests far above any other assignment type. |

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| Vasilevska, Violeta | Utah Valley University | Applications of Math in Forensics Science | violeta.vasilevska@uvu.edu | The Math-Forensics Conference: Whodunit, Howdunit, Whendunit, is a one day conference aimed to high school students of the surrounding area. Some of the objectives of the conference are: to show high school students, their teachers, as well as the undergraduate students involved in it, the importance of Forensic science, the application of math in Forensics science, to give opportunity to students to 'solve' fictional crimes, to provide opportunities to learn about various forensics careers and talk to forensics that work in the field. In this talk we discuss the goals, the structure, and the impact of the program on all of the involved participants. |
| Waddoups, Stacy Thornton, Deb Stirland, Jared | Utah Valley University | At-Risk in School, At-Risk in Life: Journeys Engaging the Whole Person in Learning Communities | waddoust@uvu.edu thorntde@uvu.edu | Most of the students who have journeyed with us in each of our nine learning communities (LC), were assessed by their academic advisors as 'at-risk'. Each semester-long passage takes the form of a themed and integrated LC, brings together two distinct courses, English Composition and Stress Management. Both professors participate for the full ninety-six hours of instruction and develop integrated assignments, resulting in a dovetailed curriculum. The strength of community allows for greater curricular depth even as it inspires students to address pressing life issues. Engaging the whole person in the context of community enables a journey of academic and personal development through cross-disciplinary study, research, and writing. |

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| Waite, Bryan | Utah Valley University | How Inclusive and Equitable Pedagogy Can Enhance Diverse Student Learning | waiter@uvu.edu | This presentation will focus on invigorating the learning of individuals who work with diverse students, and aiding them in recognizing themselves as agents of change. The topic of privilege is often controversial or threatening. Yet when members of the dominant group acknowledge its existence, recognize the advantage of their race, and become conscious of how they can be more equitable in their teaching, they often realize their intrinsic capability of seeing the world differently, and become more effective agents of change. We will also explore how privilege can be manifested in learning situations and how those working with students can empower individuals who have not traditionally been empowered in our educational system. |
| Weiland, Keifer Boettcher, Brynna Knaphus, Camille Olsen, Jessica | Utah Valley University | Is the pen mightier than the keyboard?: Assessing whether distinct types of note-taking influence retention | weilandke@gmail.com 12boettbrym@gmail.com camillemnaphus@gmail.com lemon883@live.com | Our study replicates and extends research by Mueller and Oppenheimer (2014). In their study, participants took long-handed or laptop notes on a pre-recorded lecture, completed distractor tasks, and responded to factual-recall and comprehension-application items. Results demonstrated laptop users performed significantly worse on comprehension-application questions, but equally well on factual-recall questions. We will add a third condition in which computer note takers will only employ the index fingers of their right and left hands. We hypothesize that by restricting the number of fingers used, participants will slow down note taking and deeply encode the presented content. |

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| Westover, Jonathan H. | Utah Valley University | Utilizing Service-Learning to Foster Increased Engaged Educational Experiences within the Technology-Enhanced Online Modality | jon.westover@gmail.com | This paper will provide an overview of a research proposal for assessing the impact of using service-learning pedagogy in the technology-enhanced online modality. |
| Westover, Jonathan H. | Utah Valley University | Reaching for High Impact Community Service Learning Experiences for Students | jon.westover@gmail.com | This semester students in my Organizational Development class are working with two community partners: (1) Community Action Services and Food Bank and (2) Teens Act. Our work with Community Action Services and Food Bank and Teens Act is aimed to help create and implement more effective systems for recruiting, training, supporting, and retaining organizational volunteers for each organization and has the potential to impact thousands of individuals and families year after year through a variety of programs and resources offered to those in need and providing meaningful volunteer opportunities to individuals in the community. In this short presentation, I will briefly discuss (1) The Community Need, (2) The Projected Project Impact, (3) The Rational for Choosing Specific Community Partners, and (4) The Desired High Impact Learning Outcomes for My Students. |

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| <p>Wilson-Ashworth, Dr. Heather Horn, Dr. Matthew A.</p> | <p>Utah Valley University</p> | <p>Does POGIL Promote Problem Solving Skills and do These Skills correlate with Class Performance</p> | <p>heather.ashworth@uvu.edu</p> | <p>Colleges are grappling with student retention issues. Active learning methods are often suggested as a solution. It is observed that successful science students develop these skills, suggests a relationship between student success and problem-solving skill development. In order to investigate this relationship, we studied a chemistry course and a biology course for problem-solving skills and their correlation with student outcomes. Specifically, problem-solving skills were evaluated using the Lawson Test as pre- and post- tests. Correlations between the measures of problem-solving skills and student outcomes have been studied to determine the development of problem-solving skills as a predictor of student success.</p> |
| <p>Wong, Cynthia</p> | <p>Utah Valley University</p> | <p>Techno-Bootcamp: Enhancing Learner-Interface Interactions with Canvas</p> | <p>cynthia.wong@uvu.edu</p> | <p>After noticing several students struggling to access and upload material onto the Canvas Learning Management System each semester, the presenter introduced a technology boot camp at the beginning of the semester to reduce frustration (from both students and the professor) and enhance students' interactions with Canvas. Students who were more familiar with Canvas assisted their peers in passing off basic technology skills. Although the results of the boot camp were mixed, this presentation will highlight the importance of improving learner-interface interactions in the course design process.</p> |

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| <p>Workman, Letty Kupka, Bernd, PhD., Westover, Jonathan, Ph.D.</p> | <p>Utah Valley University</p> | <p>Service and Engaged Learning Theory and Practice: Empirical Models Linking Teaching and Community Service Outcomes</p> | <p>Letty.Workman@uvu.edu</p> | <p>Core principles of service-learning identified in the literature have resulted in different formulations of the R's of service-learning (see Malone, 2010; Workman and Berry, 2010; MJCSL, 2001; Sigmon, 1979; Kupka, Westover and Workman 2014; Westover, Kupka, and Workman 2015, etc.). This study's purpose is to introduce theoretical measurement models developed from previous research applied to data collected among students and professional community clients involved in service and engaged learning course projects in the Woodbury School of Business at Utah Valley University. After identifying the major outcome constructs from the service and engaged learning literature, theoretical measurement models constructed from the data will demonstrate the connection between theory and practice. Outcomes and benefits are discussed, as well as gaps identified for future research.</p> |
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