

**21<sup>st</sup> Midwest Scholarship of Teaching and Learning Conference**  
**April 9, 2021**  
**Conference Agenda**

**8:30 am – 12:45 pm Virtual Lobby Open**

*During the transition periods, if you have questions or need a breakout room to meet with another conference participant, you can go the virtual lobby for help.*

**9:00 - 9:15am Welcome and Introduction**

Carolyn Schult and Jill Pearson, Indiana University South Bend

**9:15 - 10:30am Keynote Speaker Christine Harrington, Ph.D.**

***With Equity in Mind: Designing a Motivational Syllabus***

**10:45 - 11:15am Concurrent Session 1**

**Room 1: *TILT in the "Classroom" Before and During COVID-19***

Rebecca Angel and Stacie Merken (Indiana University South Bend)

We assessed Transparency in Learning and Teaching (TILT) in college classrooms in 2019 (Study 1) and during the start of COVID-19 (Study 2). In Study 1, participants answered questions about using TILT methods. In Study 2, participants answered questions about TILT in e-learning, their perceived stress, and open-ended questions about benefits and challenges students and faculty experienced during e-learning.

**Room 2: *Systematic Adaptations of Classroom Environment for Students with Diverse Needs***

Jeong Il Cho (Purdue University Fort Wayne)

The Systematic Approach for Adapting the Learning Environment (SAALE) model provides a framework for inclusive teaching to meet the learning needs of students with diverse backgrounds. The SAALE model incorporates behavioral learning theories that emphasize the interactions between classroom environments and student learning. It also highlights the importance of learners' using cognitive learning strategies in order to become independent learners.

**Room 3: *Towards Self-Regulated Learning***

Caleb Lewis (Aurora University)

Self-Regulated Learning (SRL) puts students in a central role in the learning process. Wherein, students are capable of learning to learn more effectively by improving meta-cognition, study habits, and active reading. In this study, students were exposed to interventions intended to improve learning. Students were pre- and post-tested and analysis provides evidence of improved study habits and learning.

**Room 4: *Enhancing Student Learning With Value Based Iterative Benchmarking***

Robert Kramer (Purdue University Northwest)

Enhancing student learning with a new process involving iterative bench marking of student performance in real time has produced significant quantified benefits. This approach utilizes an ongoing iterative reformulation of teaching methods based upon benchmark data and enhances required competitive skills and basic subject knowledge based on comparison to a range of learning results from other institutions.

**Room 5: *Promoting Inclusion in Study Abroad***

Tammy Fong-Morgan and Catherine Hebert-Annis (Indiana University South Bend)

What are the barriers to making the high-impact experience of study abroad more inclusive and accessible to a diverse student body? Current research about inclusion in study abroad and strategies to overcome barriers are discussed in the context of a 4-week language and culture program at a regional campus of a public university.

**Room 6 *Using the Musical Hamilton to Scaffold toward Academic Literacy***

Erin Laverick (Concordia University Ann Arbor)

This presentation will introduce a classroom study that examined how the musical Hamilton scaffolds students toward academic literacy. Attendees also will share and discuss how they use or could use hip-hop and other aspects of pop culture in order to scaffold their students toward academic literacy and create a more culturally inclusive classroom environment.

**Room 7: *Student Teacher Rapport during the 2020 Pandemic***

Carla-Elaine Johnson (Saint Paul College)

Student satisfaction and academic performance depends in part on student-teacher rapport. This 2020 study examines the effect of individual virtual meetings between students and teachers on student-teacher rapport in a synchronous online composition course at an urban community college. Pre and post surveys were analyzed to assess changes in student perception of student-teacher rapport throughout the course.

**Room 8: *Facilitating an inclusive learning classroom on the first day***

Preston Cosgrove (Concordia University Wisconsin)

The purpose of this session is to demonstrate a method for facilitating an inclusive learning classroom on the first day of class. It will provide an overview of the first-day of class empirical research, an active learning experiential first-day simulation, ending with participant reflection and dialogue on their own praxis for inclusive teaching on the first day.

**Room 9: *Using Online Interactive Platforms to Engage All Students***

Kyle Schwieterman (Indiana University South Bend)

This presentation will present three different online interactive platforms that can be used to have students interact with the content, each other, and the instructor. The presenter will describe these platforms, give a quick tutorial on how to set up and implement them, and describe his experience and his students' experiences with these platforms.

**Room 10: *Teaching Naked for a Student-Ready Campus: Best Practices and Community***

AJ Schmitz, Diane Economakis, Matthew Stumpf, Madeline Chera, and Stacie Merken (Indiana University South Bend)

The University Center for Excellence in Teaching (UCET) provides a variety of resources for faculty growth and student learning. Individuals at varying levels of teaching experience will discuss methods employed from Bowen's Teaching Naked and UCET workshops in and outside of the classroom. Activities including before-and-after observations related to Anthropology, Criminal Justice, and English disciplines will be addressed.

**Room 11: *Expanding Knowledge of Periodontal Microbiology through Interprofessional Education***

Barbara Spinda and Kelsey Miller (Indiana University South Bend)

The positive impact of interprofessional education (IPE) on student learning is well documented. We have created an IPE activity with Clinical Laboratory Science and Dental Hygiene students on the topic of periodontal microbiology. We will describe the design and development, share personal experiences, evaluate the impact on student learning, and relay student perception of the activity and IPE.

**Room 12 *Attendance and Social Interdependence in Game Development Labs***

Brantly McCord, Robert Howard, and David Whittinghill (Purdue University West Lafayette)

This exploratory research study was aimed to steady lab attendance rates across a semester of higher education game development labs with disparate halves—individual-focused and group-focused activity—with focus on positive interdependence (cooperation) as a potential co-factor with attendance. Two null hypotheses were assessed: 1) lab attendance proportions and 2) positive interdependence subfactors were equivalent across both halves of the semester.

**12:15 - 12:45pm Concurrent Session 3 and Posters**

**Room 13: *Professor, Can I Customize my Assessment Types?***

Venkata Inukollu (Purdue University Fort Wayne)

Strategies to enhance student engagement should focus not only on instructional methodologies but also on assessment and feedback approaches. The purpose of this research is to identify and present the hybrid combinations of assessments with clear strategies to match the learning objectives of the school curriculum and development of skills, while also encouraging students to create customized assessments bundle.

**Room 14: *Citizen Epistemology and Inclusive General Education Pedagogy***

Ellen Moll (Michigan State University)

“Citizen epistemology” foregrounds the epistemological complexity of inclusive pedagogy and curriculum. Drawing on theories of transdisciplinary learning, this session reports findings about a service learning project in a humanities course on “Race, Gender, Technology, and Science.” The session will also include an interactive portion where attendees can workshop how “citizen epistemology” might take shape in their own courses and programs.

**Room 15: *Motivational Learning Outside the Classroom – How We Did It***

Monica Tetzlaff, James Smith, and Scott Sernau (Indiana University South Bend)

Have you ever thought about incorporating learning outside the classroom into your course, but found the logistics daunting? In this panel experienced professors will explain how they did it by sharing syllabi, lists of steps to take, and how to design assignments that tie in with course goals.

**Room 16: *Proven Formula for Active Learning: Attention, Emotion, Growth Mindset***

Kathleen Sullivan (Indiana University South Bend)

Students are in class but their minds are elsewhere -- on life problems, the day's activities, or simply zoning out. Learn proven skills to draw your students into moment by moment learning. Develop techniques to increase student attention, help students create an emotion connection to the material, and enhance student persistence through modelling growth mindset.

**Room 17: *Imbedded instructors' impact with videoconferencing on short-term study away experience***

Vincent Laverick (Lourdes University)

Short-term study away opportunities are growing in popularity on university campuses in the US. In response, educators are searching for methods to maximize their effectiveness. This study examined the impact of using imbedded instructors from the study away destination through videoconferencing. Results displayed the imbedded instructors positively impacted the students' perception in the following areas: preparation, knowledge, viewpoints, and excitement.

## **Posters**

***Visual and Predictive Analytics for Early Identification of Non-Thriving Students***

G. Alex Ambrose, Xiaojing Duan, Catlin Schalk, Kelley Young, and Victoria Weber Woodard (University of Notre Dame)

Identifying predictors of underprepared and underperforming students is an area of research that has long been explored in college-level chemistry education. We present a data-driven framework for identifying at-risk, or rather “non-thriving,” students in a large enrollment introductory general chemistry course. This predictive learning analytic methodology was used to identify underperforming students during the early part of the course.

***Universal Design for Learning: Is It Really Inclusive?***

Allisha Beerwart (Indiana Wesleyan University, National & Global)

The Universal Design for Learning (UDL) framework was established as a means of promoting educational inclusion over 20 years ago. However, while the creators have touted its ability to reach all learners, the research supporting those claims is miniscule. This presentation will address whether UDL is an effective approach based on data from empirical literature.

***Effective uses of Mid-semester Evaluations***

Jeong Il Cho (Purdue University Fort Wayne)

Teaching should be intentional, not accidental. Anonymous mid-semester evaluations of teaching are sought from students in education courses. Students' feedback is organized using Excel Spreadsheet. The evaluation results are posted in the course Blackboard for students to review and discussed in class to incorporate (or not to incorporate) their suggestions to improve classroom learning environment in future lessons.

***Development of a Scavenger Hunt for face-to-face and online learning***

Jason Guy (University of Findlay College of Pharmacy)

This poster session will discuss an attempt to engage pharmacy students using a scavenger hunt activity. The activity was designed to simultaneously engage students who were present face to face as well as remotely via zoom. Utilization of zoom and Canvas quizzes allowed students to move through their scavenger hunt clues in sequential order until they completed the activity.

***Facilitating Student Learning Through Supplemental Instruction***

Virginia Heidemann, Kyle Schwieterman, Kristy Patterson, Nuran Bradley and Joshua Giorgio-Rubin (Indiana University South Bend)

In this poster presentation, ACE administrators and IUSB faculty will describe how Supplemental Instruction is adapted, facilitated, and supported for a variety of academic departments and courses at IUSB. Training and scheduling strategies will be addressed as well as assessment of program effectiveness.

***Mitigating technological challenges in online classes through Adaptive Technologies***

Angela Murillo (Indiana University-Purdue University Indianapolis)

Educational tools such as Adaptive Technologies and Quality Matters Rubric standards have been created to mitigate the technological challenges for students taking online courses, to improve the overall quality of online courses, and the effectiveness of student learning. This poster presents preliminary results of an ongoing study testing Adaptive Technologies and QM Rubric impact in an online course.

***Leveraging Technology to Promote Active Reading of an Authentic Foreign Language Text***

Tiziana Serafini, G. Alex Ambrose, and Guieswende Rouamba (University of Notre Dame)

Beyond textbook readings: Are you interested to see how learning and teaching transform in a state-of-the-art active learning classroom? Through this poster presentation, you will be able to learn how integrating reading strategies into instruction in an active learning classroom made beginners enthusiastic about reading an authentic book in Italian.

***The Hidden Curriculum and Community College Students***

Katherine Skoretz (Anoka Ramsey Community College)

Despite it being a major goal, Community Colleges often struggle to retain and matriculate first-generation, low-income students. These students struggle with navigating the hidden social and economic curriculums of higher ed. This study interviewed three first-generation writing students about successful social skills inside and outside of higher education in order to explore how the uncommunicated skills impacted their experiences.