



NEXT

2019



Time	Rm. 310	Rm. 312	Rm. 314	Rm. 335
Registration and Breakfast Ballroom A				
Welcome and Introduction Ballroom A				
Breakfast: 7:30am - 8:30am				
Opening: 8:30am - 8:45am				
Session 1: 9:00am - 9:45am	Simple Assessment Based on Learning Objectives	An Active Participation Session on Teaching Sensitive Topics and Dealing with Challenging Student Situations	Is Anyone Listening?: Using YellowDig to Enhance Online Learner Discussion	Exploring Innovative Pedagogies through the "Uniclass" Experience: Engaging a Community of Practice
Session 2: 10:00am - 10:45am	Creating Active Learning with iPads	Is it a MOOC? Is it a SPOC? No It's a Sages Course!	Successes and Challenges of Teaching Digital and Social Media Marketing in the Digital Age	Culturally Responsive Problem-based Learning (CRPB) as a tool to Engage All Students
Session 3: 11:00am - 11:45am	Engaging Students Inside and Outside of the Classroom	Using Archival Sources in the Humanities Classroom	Community-Based Action and Civic Engagement as a Means of Experiential and Service Learning	Mindfulness in the Clinical Classroom
Lunch Buffet Ballroom A				
Teaching from a Place of Compassion Jesse Stommel // <i>University of Mary Washington</i>				
Keynote: 12:30pm - 1:30pm				
Session 4: 1:45pm - 2:30pm	Rethinking Statistics Education in the Information Age	Teaching with Technology and Simulation for Interprofessional Education (IPE) Active Learning	Templates for Student Success and Faculty Sanity	Creating Interactive Online Lectures Using H5P
Session 5: 2:45pm - 3:30pm	Using Backward Design to Improve Student Learning: Perspectives from Calculus and General Education	Teaching and Coaching Students with Disabilities: Enhancing Soccer Skill Instruction Through the Utilization of Technological Advances	The Experimental College: The New Idea that is 50 Years Old	Using Google Drawing to Create Collaborative and Interactive Class Notes
Steal My Idea Ballroom A				
Steal My Idea: 3:45pm - 4:45pm				
Closing Remarks Ballroom A				
Closing Remarks: 4:45pm - 5:00pm				

Welcome to the NEXT Conference!

Welcome back to those attending a second, third or fourth NEXT conference. NEXT allows us to get together to share our work, create community and up our teaching game.

We are grateful for the financial support from our sponsors. We encourage you to stop by the sponsor tables and learn (and share!) how their products may be right for your teaching. Special recognition to the Teaching and Learning Collaborative and the Faculty Development Committees from Wayne College for their generous support of faculty development.

Thank you for joining us this year in celebrating **New EXplorations in Teaching!**

Lauren Garcia-DuPlain
Conference Co-Chair

Dr. Jodi A. Henderson-Ross
Conference Co-Chair



Ballroom A

Teaching from a Place of Compassion

Jesse Stommel // *University of Mary Washington*

In *A Room of One's Own*, Virginia Woolf writes, "To sacrifice a hair of the head of your vision, a shade of its colour, in deference to some Headmaster with a silver pot in his hand or to some professor with a measuring-rod up his sleeve, is the most abject treachery."

Ultimately, the future of education is humans not tools, and our efforts at hacking, forking, and remixing education should all be aimed at making and guarding space for students and teachers. If there is a better sort of mechanism that we need for the work of teaching, it is a machine, an algorithm, a platform tuned not for delivering and assessing content, but for helping all of us listen better to students. But we can't get to a place of listening to students if they don't show up to the conversation because we've already excluded their voice in advance by creating environments hostile to them and their work.

Any authority within the space of the classroom must be aimed at fostering agency in all the members of our community.

ROOM 310

Simple Assessment Based on Learning Objectives

Patrick Starvaggi // *The University of Akron*

The purpose of this talk is to point out a few ways in which assessment can be beneficial to one's own teaching. The main points are that assessment should be simple, it should be consistent, and it should be based on measurable learning objectives that are clearly communicated to the students.

It is no secret that assessment is being used to measure the effectiveness of teachers. There are many pitfalls, concerns, and nontrivial statistical questions that emerge once this happens. When self-reported assessment data is collected by any outside entity, be it departmentally or from the administration, bias inevitably emerges. This is a result of the fact that individuals consciously or subconsciously feel the assessment reflects their teaching abilities.

The final point is that assessment, in the form described here, is for the benefit of the teacher, not the student.

Notes:

ROOM 312

An Active Participation Session on Teaching Sensitive Topics and Dealing with Challenging Student Situations

Molly Hartsough // *The University of Akron*

Erin Andro // *Kent State University*

Kaitlyn Root // *The University of Akron*

Eric Victory // *The University of Akron*

This session is an active participation session in which the presenters invite others with concerns about teaching sensitive topics and dealing with difficult student situations to share their experiences and how they have successfully managed them to the benefit of all students. We especially encourage more experienced instructors and faculty members to share their classroom struggles and triumphs. The aim of this session is to collectively develop a series of best practices for all in attendance to refer to when faced with challenging situations in the classroom or with a student.

Notes:

ROOM 314

Is Anyone Listening?: Using YellowDig to Enhance Online Learner Discussion

Michele Thorton // *The University of Akron*

Have you ever wished that your learners put as much time and engagement into your online class discussion as they do with their social media accounts? What would happen if you tried an education tool which functions like social media to engage learners and enhance learner course interaction? That is what one instructor tried to determine using a tool called YellowDig. This session will discuss the functionality and lessons learned by integrating YellowDig into the LMS for online class discussion.

Notes:

ROOM 335

Exploring Innovative Pedagogies through the “Unclass” Experience: Engaging a Community of Practice

Jodi Henderson-Ross // *The University of Akron*

Amanda Booher // *The University of Akron*

Terry O’Sullivan // *The University of Akron*

Christin Seher // *The University of Akron*

This workshop is designed to engage participants in innovative pedagogical practices within higher education. This open session is hosted for continued dialogue around the concept of the “unclass”. This concept provides a framework for stretching the boundaries of discipline-specific teaching by inviting faculty and students to disrupt traditional classroom practices through meaningful engagement with authentic learning experiences. Unclasses have been offered for several semesters at The University of Akron through the EXL Center for Experiential Learning. Faculty have supported each other in this work through a community of practice dedicated to pedagogical innovation. We invite attendees to join us in this emergent session to share experiences, brainstorm and build momentum to develop rich learning experiences. Please join us to help further the scope of the community of practice.

Notes:

ROOM 310

Creating Active Learning with iPads

Lauren Rogers // *Case Western Reserve University*

Traditional learning spaces with fixed furniture and immobile instructor lecterns makes an engaging learning experience challenging. A proposed solution? Mobile technology in traditional spaces to enable active learning and collaboration. In Spring 2018, the Teaching and Learning Technologies team at Case Western Reserve University implemented an iPad loan initiative. Faculty were invited to submit proposals that reimaged what collaborative learning could look like in a traditional lecture hall with iPads. By utilizing mobile technology and classwide screen sharing, instructors were able to build collaborative, active learning activities into large-scale lecture classes. Students reported that having the device for the semester helped them learn more course material and be more successful in all of their classes. This LEARN session will cover utilizing mobile technology to improve pedagogy in traditional classroom environments. We will outline lessons learned, disasters averted, and plans for future iterations of the initiative. Finally, attendees will receive tips, tricks, and advice for implementing a mobile technology loan program.

Notes:

ROOM 312

Is it a MOOC? Is it a SPOC? No It's a Sages Course!

Suzanne Healy // *Case Western Reserve University*

Justin Lonis // *Case Western Reserve University*

In 2014 Michael Goldberg from Case Western Reserve University launched a MOOC focused on Entrepreneurship in transitioning economies. Professor Goldberg was invited to present in multiple countries. The course included asynchronous learning and weekly synchronous panel discussions. In 2016 Professor Goldberg began to offer his MOOC as an undergraduate course. Case students took the course alongside MOOC registrants. There was no effort to encourage students to engage with external participants. In 2018 Professor Goldberg recruited 40 participants in Syria to participate in his course. External participants were required to be engaged in entrepreneurial activities in their community. Case students were grouped with external participants. Five assignments required peer review. This gave Case students an opportunity to engage with practitioners in a transitioning economy who were struggling with the issues covered in the course. A research project is in progress and preliminary data will be available at the conference. This presentation will introduce the partnership that led to the recruitment of the practitioners, how they were folded into the course, and discuss preliminary results.

Notes:

ROOM 314

Successes and Challenges of Teaching Digital and Social Media Marketing in the Digital Age

Sydney Chinchanchokchai // *The University of Akron*

Alexa Fox // *The University of Akron*

In our experience, students learn best when they have an opportunity to apply course content to work on a project. Therefore, we believe in experiential learning and high-impact practices. In our Digital Marketing and Social Media Marketing courses, the students work with local businesses in Northeast Ohio to develop online promotional campaigns. We will discuss the benefits and challenges of working with local businesses as clients in our courses, including feedback from students and clients, how incorporating local businesses can benefit students' learning experiences as well as the Northeast Ohio region, and best practices for successful implementation.

Notes:

ROOM 335

Culturally Responsive Problem-based Learning (CRPBL) as a tool to Engage All Students

Richard Reynolds // *The University of North Carolina at Charlotte*

Tim Hurt // *Warrensville Heights City Schools*

This presentation examines the impact of culturally responsive problem-based learning on the engagement of African American students in an urban high school setting. The study explores how culturally responsive teaching and problem-based learning have individually impacted student learning outcomes, while arguing for the value of combining the two frameworks into one singular approach. Though the original study addressed the needs of African American students in an urban setting, the presenters propose that it is the knowledge of students and the creativity of the teacher that will allow educators to develop CRPBL activities for all students. Attendees will participate in a CRPBL activity to experience the level of engagement that their students will experience.

Notes:

ROOM 310

Engaging Students Inside and Outside of the Classroom

Stacey Cederbloom // *University of Mount Union*

Are you looking to

... motivate students to read textbooks and wrestle with material before class?

... know what questions students have before class starts and help your students know that you care about their questions?

... keep students engaged during class?

... build camaraderie among your students?

If you said “yes” to any of these questions, try using interactive guided notes sheets and discussion threads within a discussion-team format!

In this interactive LEARN session, participants will be on discussion teams to understand how they are designed. We will discuss guided notes sheets and discussion threads in detail—how to design them, different ways they can be used, and the benefits of using them. We will set aside time to brainstorm with colleagues. Participants are encouraged to bring materials (lesson plan, notes, hand-outs, etc.) for a specific lesson or two.

Notes:

ROOM 312

Using Archival Sources in the Humanities Classroom

Hillary Nunn // *The University of Akron*

Patrick Chura // *The University of Akron*

Jodi Kearns // *The University of Akron*

This panel will describe the use of archives and FBI surveillance dossiers to enrich traditional humanities curricula. The speakers will explain how they have incorporated early modern recipe manuscripts, medical files, and Cold War-era Justice Department records into humanities courses. They will describe the aims of their projects and student responses to working directly with largely unstudied historical materials. Speakers will describe their efforts to broaden the scope of cultural studies and emphasize new connections between literary texts and “real-world” archival materials, found both online and in archives.

The panel will describe the education services available to at the Cummings Center for the History of Psychology. CCHP archivists design primary-source experiences for students by matching the collections to the professors’ existing syllabi and in collaboration with professors as content experts. The psychology archives holds content relevant to all of the humanities, arts, and sciences. An overview of the collections and the collaborative process between archivist and professor will be provided.

Notes:

ROOM 314

Community-Based Action and Civic Engagement as a Means of Experiential and Service Learning

Elizabeth Hall // *The University of Akron*

Recent contributions to the Scholarship of Teaching and Learning (SoTL) have explored how experiential learning, civic engagement, activism, and community engagement can open boundaries between the classroom and the “real world.” This scholarship has not fully addressed the inherent connections between experiential learning, civic engagement, activism, and community engagement. This presentation will describe how projects focused within community-based action and civic engagement can function as a means of experiential and service learning through interdisciplinary collaborations with community partners.

The presenter will explain how these projects have taken shape in composition classes, linking the course to an un-class at the EXL Center, “Environmental Security: Community Renewable Energy in Akron.” Freshmen enrolled in composition courses as well as students in the “Environmental Security” un-class will present a renewable energy policy plan to the Akron City Council. They will participate in collaborative research and communication with the Akron Solar Project, the Sustainer project, and the Engineers for Sustainability student organization.

Notes:

ROOM 335

Mindfulness in the Clinical Classroom

Rachel Bell // *The University of Akron*

Eman Tadros // *The University of Akron*

Elizabeth Molla // *The University of Akron*

Mindfulness has been shown to reduce anxiety, increase focus and thought clarity, and produce better outcomes for students overall (Salmoirago-Blotcher et al., 2018; Schonert-Reichel, Roeser, & Maloney, 2016; Worthen & Luiselli, 2016). Mindfulness is a powerful player in various clinical aspects, however, it has not generally been applied to MFT graduate programs. In accounting for parallels between clinical and educational successes, it has become apparent that this tool is just as vital in the classroom, as in the clinical setting. Particularly, graduate students report high instances of anxiety, appetite disturbances, and depression (Beiter et al., 2015). Thus, highlighting the importance of educators encouraging self-care practices. The literature emphasizes therapist self-care, yet students are not provided opportunities to practice effective self-care strategies. Presenters will demonstrate mindfulness in the clinical classroom, share experiences, and practice mindfulness techniques.

Notes:

ROOM 310

Rethinking Statistics Education in the Information Age

Ben Steiner // *The University of Akron*

More so than ever before, it is difficult to know what the truth is. We are bombarded with dozens or even hundreds of online articles each day with claims like “a study shows” or “scientists say” and these articles often claim opposite things to be true. While statistics majors should certainly learn the theory and practice of statistical methods, non-majors taking a general education requirement would be better served by learning to recognize the ways in which others try to mislead or lie with statistics. It is not just for our own benefit that we should be able to critically evaluate these claims, it is our duty as good citizens to do so. There is no better place to learn how to do this than in a statistics classroom. In a statistics course designed for the information age, students will learn how to read a study to determine if the authors’ conclusions are valid. If we are to be informed citizens in the Information Age, rethinking how we teach statistics to the masses is essential.

Notes:

ROOM 312

Teaching with Technology and Simulation for Interprofessional Education (IPE) Active Learning

Diane Brown // *The University of Akron*

Lori Kidd // *The University of Akron*

Michelle Boltz // *The University of Akron*

Drawing from adult learning theory and constructivism, teaching with simulation immerses students in experiences that mimic professional practice. There are varying levels of simulation that can be adjusted by an educator to match the level of student, learning outcomes, and discipline, ranging from low fidelity where more imagination is required of the students, to a high fidelity simulation where the experience closely matches real life. Interprofessional or interdisciplinary education as a component of simulation elevates the learning and can lead students to gain knowledge of others' professional roles and responsibilities. The Interprofessional Education Core Competencies (IPEC, 2016) can be used to map learning outcomes and embed experiences into curricula.

We will describe how to engage interprofessional students in simulation experiences that prepares them to perform in teams of collaborating health professionals. Some simulation includes high-fidelity interactive human manikins, while others use role-playing and team planning simulations that immerse students in real-life challenges. We will share logistic solutions, lessons learned, and helpful strategies for using these pedagogies in your area of teaching.

Notes:

ROOM 314

Templates for Student Success and Faculty Sanity

Phillip Nelson // *Kent State University*

Have you ever created an assignment and once the submissions started rolling in you realized that something just didn't work quite right in the communication? Maybe some of your students got the general premise, but many of them missed the boat completely. In fact, a few of them took the bus by mistake. Remember that great assignment idea that you thought would really help measure student comprehension effectively? You spent a great deal of time creating the instructions, carefully considering the components and outcomes, and your students nailed it. But, when it came time to grade this fantastic venture you got nailed as the time required to sift through the results nearly cost you an entire weekend?

What if you could have the best of both worlds; a well-conceived and well-designed assignment that was easy for students to complete successfully and that was easy to grade? You can create templates for an assignment that takes the guesswork out of what your students are required to submit, and ends your search for the location of required information on submitted documents. In this session an instructional designer will describe how he has partnered with faculty to solve these problems.

Notes:

ROOM 335

Creating Interactive Online Lectures Using H5P

Joseph Fox // *The University of Akron*

This workshop will provide an overview and a step-by-step process to create interactive online lectures leveraging H5P.org's tools in conjunction with a recorded lecture. Advances in online video playback technologies have added more interactive tools over the past few years, including the ability to use links, callouts, and other pieces of forced interactivity for the viewer. In an academic context, when a learner is situated in an asynchronous environment, limited options exist to require learner input. H5P offers tools that allow educators to overlay their recorded content with text, prompts, and a wide variety of other functions. This workshop will explore these features and allow participants to understand how such interactivity can be tied back into grade items to track learning.

Notes:

ROOM 310

Using Backward Design to Improve Student Learning: Perspectives from Calculus and General Education

Lingxing Yao // *The University of Akron*

Janet Bean // *The University of Akron*

This panel will explain backward design using two examples, the calculus sequence and the UA General Education Program. We will invite participants to consider how this approach can foster change and improve student success in their own courses.

For the Calculus sequence, Dr. Yao will discuss the impact of backward design and the importance of active interaction between the instructor and the student.

The University of Akron recently revised its General Education Program using Backward Design. The process involved: 1) identifying learning outcomes, 2) creating an assessment that addresses key learning outcomes, and 3) aligning instructional materials to the learning outcomes and assessment. Dr. Bean will discuss the benefits and challenges of a backward design approach to curricular change.

Notes:

ROOM 312

Teaching and Coaching Students with Disabilities: Enhancing Soccer Skill Instruction Through the Utilization of Technological Advances

Alan S. Kornspan // *The University of Akron*

Sean Cai // *The University of Akron*

John Roncone // *The University of Akron*

In recent years, scholars have become interested in utilizing new technology to assist college students in learning how to teach and coach children with disabilities (Cai & Kornspan, 2012). One approach is using technological aids to modify environmental constraints for individuals with autism spectrum disorders (DiTorre, 2016). Students are taught to use innovative advanced technological training aids to help students and athletes with disabilities learn motor skills (Bittner, Rigby, Silliman-French et al. 2017). This presentation will discuss how technological advances in sport training aids can be utilized in adapted physical education courses and coaching environments. The panel will share research, demonstrate new technological equipment, and demonstrate how new technological training aids can be used to help college students teach soccer to students with disabilities.

Notes:

ROOM 314

The Experimental College: The New Idea that is 50 Years Old

Lars Dreith // *Oberlin College*

Emily Spezia-Shwiff // *Oberlin College*

Alex Jensen // *Oberlin College*

Marah Ajilat // *Oberlin College*

Serena Zets // *Oberlin College*

Every Sunday afternoon, a group of five Oberlin College students meet in order to maintain a program that has served tens of thousands of students and community members in the town of Oberlin, Ohio - the Experimental College. Founded in 1968, "ExCo" has provided students with the unique opportunity to create, teach and take accredited classes that are not traditionally offered on college campuses. ExCo allows students to explore shared passions for underrepresented or nontraditional topics with people from various walks of life. From learning ASL and discussing the politics of Star Trek, to playing steel pan and considering the motifs of Lord of the Rings, ExCos have become an integral part of the Oberlin experience.

Through this presentation, we will share our knowledge on integrating the experimental into the traditional in a manner that is accessible to all.

Notes:

ROOM 335

Using Google Drawing to Create Collaborative and Interactive Class Notes

Jennifer Hollinger // *University of Mount Union*

This presentation will demonstrate Google Drawing as a template for interactive and collaborative note-taking. Multiple techniques will be shared to help build a repertoire of ideas. Participants will be able to create a note-taking template for use in your own course. Participants will be encouraged to share their template to create a community resource.

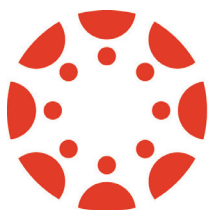
To improve my students' note-taking, I referred to the SAMR model (Puentedura, 2006) with a goal of transformation. Google Drawing is a flexible tool that allows students to interact with course material in new ways while still having concrete notes for later referral. I will share what I have learned and assist you in trying this tool in your course.

Notes:

*Ballroom A***Steal My Idea**

Gain fame and fortune in this session of multiple, PechaKucha-length, presentations. Participants each have 6-minutes 40-seconds to wow the audience with their amazing idea. After the time is up, the buzzer will sound and the next participant is up. The audience will vote on the best idea and that presenter will win an awesome prize!

Notes:



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BY INSTRUCTURE



**Explain
Everything**

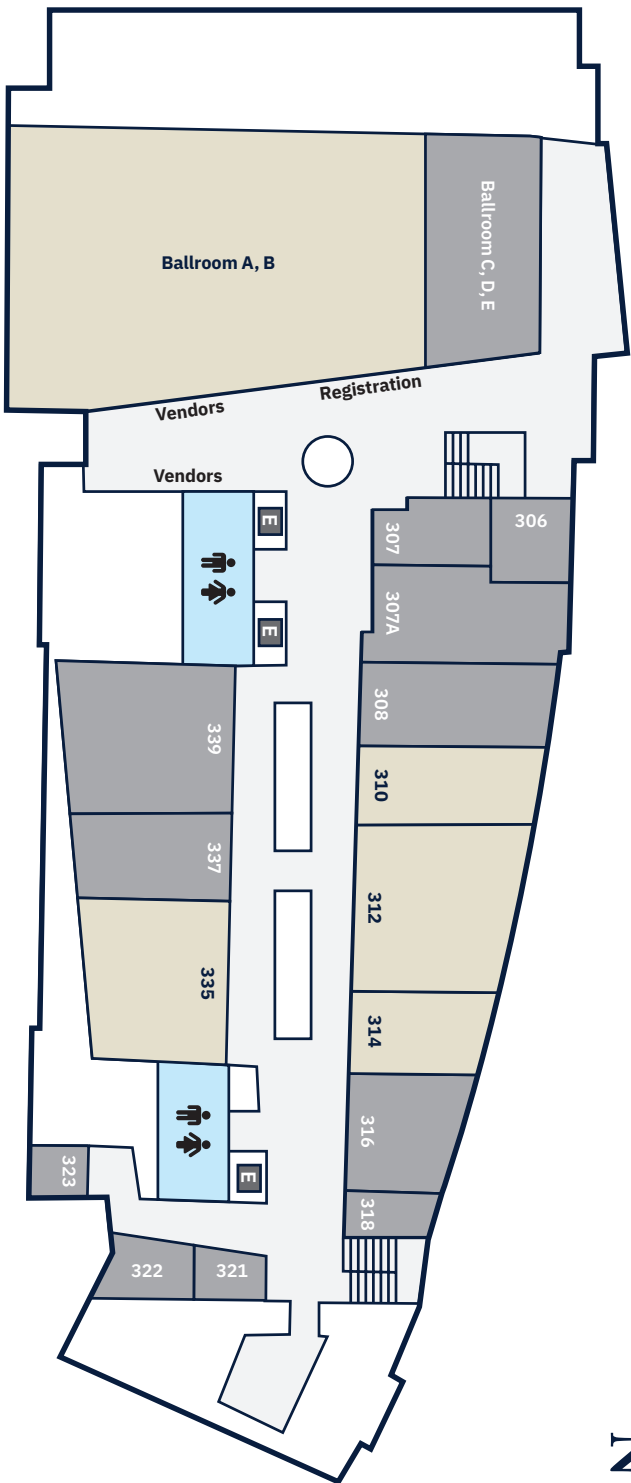
Respondus[®]





TURNING
technologies


Student Union Floor Map

Third Floor



 Free wireless internet access is provided throughout the Student Union for NEXT participants. Login information will be available on kiosks and at the registration desk.

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The logo for the NEXT conference. The word "NEXT" is written in a bold, sans-serif font. The letters "N", "E", and "T" are black, while the letter "X" is blue. The right vertical bar of the "T" is replaced by a blue arrow pointing to the right.

Save the Date!

Join us for the 2020 NEXT conference on March 13, 2020

<http://www.uakron.edu/NEXT>