NEXT
2020

Student Union Floor Map
Third Floor

N

Ballroom C, D, E

Ballroom A, B

Registration

Vendors

Vendors

306

307

307A

308

310

312

314

316

318

321

322

323

335

337

339

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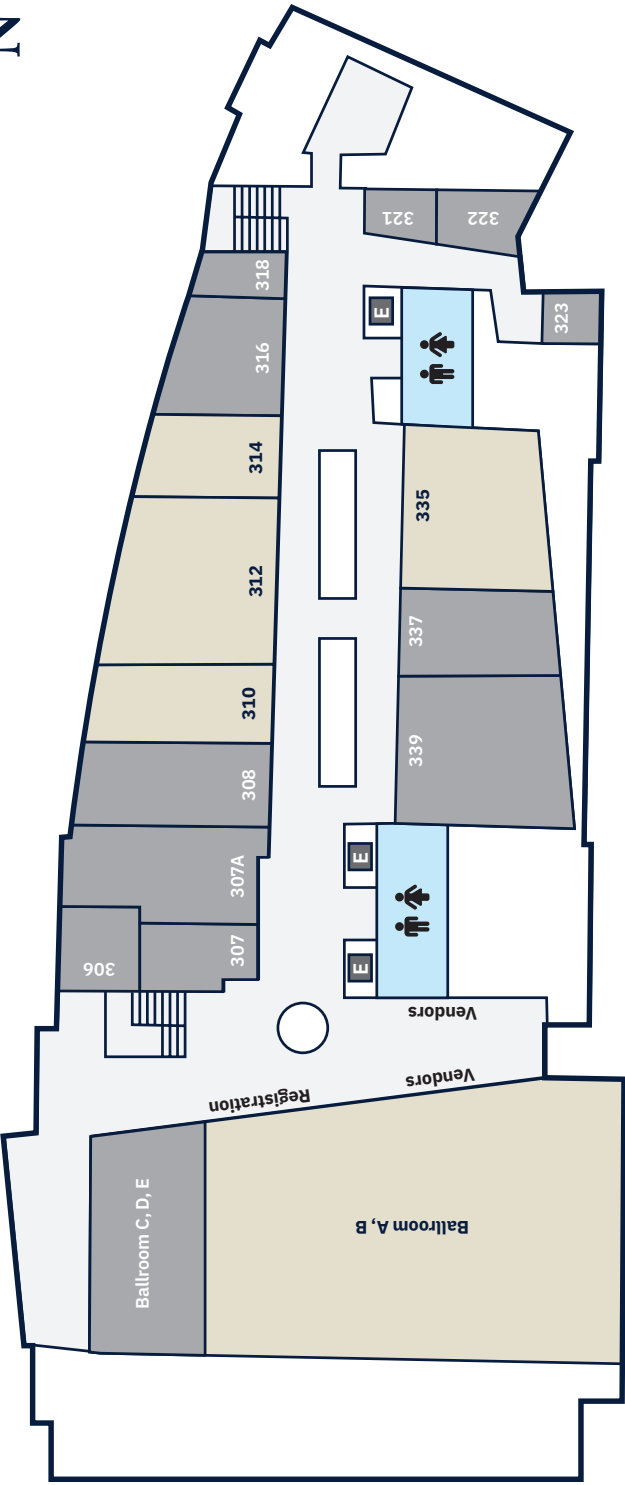
Welcome to the NEXT Conference!

Welcome to the 5th annual NEXT Conference held at The University of Akron!

NEXT provides a forum for exchanging innovative strategies within our professional community to advance teaching in higher education. The theme this year is *Experiential Learning and Engagement Strategies*.

Starting off the program are four hands-on **pre-conference workshops** illustrating methods for increasing student engagement in different learning environments. New this year is a **Fireside Chat** held at the I PROMISE School where attendees learn about the innovative "wrap-around" model and experiential learning efforts taking place at the school as part of the partnership between the school and the University.

Also new this year is the **poster session** where students and faculty share reflections on implementations of experiential learning. **Five conference-day sessions** are open to all attendees and feature examples of cooperative learning, university-community partnerships, problem-based learning, service learning, interdisciplinary education, multimedia, gamification, and more! Traditional at the NEXT conference, and back again this year by demand, will be two **Steal My Idea** sessions. Be sure to attend both so that you can help select the most innovative Steal My Idea session and the Poster that tops the charts!

We encourage you to stop by our sponsors' tables: Barnes and Noble College, PowerNotes, and Top Hat. You can learn about their most recent product releases and new approaches which can enhance your teaching, boost student retention and engagement, and help to keep your alumni involved!

We also want to send out a sincere thank you to the **I PROMISE School** for hosting the Fireside Chat. And, as always, thank you to the **Design and Development Services** team and **Steering Committee**, made up of faculty/staff from The University of Akron and Wayne College, for all of the amazing effort they put into planning and organizing the conference.

We invite you to come expand your skills through experiencing **New EXplorations in Teaching**!

Dr. Kristin L. K. Koskey
Conference Co-Chair

Dr. I-Chun Tsai
Conference Co-Chair

Ballroom A

Teaching for Transformative Experiences

Dr. Kevin Pugh *// The University of Northern Colorado*

Dr. Kevin Pugh earned his Ph.D. in educational psychology from Michigan State University in 2000. Currently, he is a full professor in the School of Psychological Sciences at the University of Northern Colorado.

Dr. Pugh is a pioneer in the development of transformative experience theory. This theory seeks to understand why learning is more transformative for some students and how to foster transformative learning for all students. Dr. Pugh's broader research interests and expertise include a study of motivation, learning transfer, science education, problem-based learning, and Dewey's philosophy of education. He recently published a book on learning for in-service and pre-service teachers, *Computers, Cockroaches, and Ecosystems: Understanding Learning through Metaphor*, and is currently writing a book on teaching for transformative experiences for science teachers: *Transformative Experience! How You Can Enrich Your Students' Lives with Science*. Dr. Pugh has published over 30 articles and chapters and currently serves on the editorial boards of the American Educational Research Journal and the Journal of Experimental Education. Dr. Pugh regularly teaches courses on learning theory, cognition, and motivation. For more information on transformative experience theory and to read entertaining blogs, see Dr. Pugh's Learning and Experience Blog (https://learningandexperienceblog.wordpress.com).

Ballroom A

Cooperative Learning through Movement

Sandra Wilder *// Akron Public Schools*

At every moment of every day, the brains of our students are bombarded by thousands of stimuli! How do we, as their educators, ensure that the information we share is perceived as relevant, as worthy of learning? How do we create a path for learning given such an overwhelming competition for our students' attention. An ongoing lack of student engagement leads to dissociation from the content being taught, poor retention of the material, and a struggle to make sense of content-based tasks. The answer to overcoming this educational hindrance lies in using cooperative learning with elements of movement. Engage with us in various learning structures that improve student attention to tasks, activation of the learning parts of the brain, and subsequently lead to an increase in student achievement. Our focus will be on cooperative structures that incorporate movement and are easily implemented in both small groups and large classes. Cooperative learning structures are content-free and independent of the learner's age; therefore, they can be implemented at any stage of learning and in any content discipline.

Notes:

Room 335

Photoshop: My Presentation Software of Choice

Richard Steiner *// The University of Akron*

When a person is choosing software for giving a presentation, Photoshop is likely not high on the list—if it makes the list at all. However, PS has a full complement of tools for creating illustrations and diagrams or just tweaking imported clipart or photographs. For instructors that like to annotate their presentations during delivery or mark things for emphasis, PS has an array of pens and pencils for scribbling to one's heart's content. There are also shape tools for quickly drawing a box around something, for example. There is complete freedom for placing elements on a slide. Plus, these elements may be moved during a presentation—to add motion when illustrating a concept, or just to move something out of the way. Perhaps the coolest feature of PS is the ability to selectively show or hide portions of a slide using layers. Also, with layers, images or graphs can be overlayed with additional features. In my experience, these PS tools are much easier to use and produce better results than traditional presentation software.

In this presentation, viewers will see examples of some of these ideas, as well as a strategy for building presentations.

Notes:

Room 314

Beyond the University: Lessons Learned from University-Community Dance Partnerships

Valerie Ifill *// The University of Akron*

This presentation discusses the value of community-based learning in higher education to nurture civically engaged college graduates. Lessons learned from three university-community dance partnerships may inspire new teaching approaches across disciplines in higher education. These university-community approaches include a college course where university and incarcerated students learn side-by-side; an interdisciplinary course for 7-12 year old African American girls utilizing dance, code, and e-textiles to create art and build self-esteem; and partnering with a local community to develop programming to prioritize health and joy. Strategies gleaned from these partnerships provide models for undergraduate students and faculty to partner and engage with neighbors in the community in meaningful ways.

Notes:

Room 312

Service Learning Online? How do you do that?

Paula Reams *// Kettering College*

Service learning as a pedagogy has become a standard practice in health professions' education today. Health care higher education faculty have been front runners in the use and research of service learning teaching. However, translating this to online education has been difficult and troublesome because of the nature of the community aspects of service learning. In an online program for health professions, students who are completing their bachelor's degree (nursing, respiratory therapist, radiation technologist, dental hygienist, sonographers, etc.), service learning is used to demonstrate end of program student learning outcomes that relate to service and civic engagement as well as an institutional outcome of civic engagement that requires the student to "responsibly engage in service using knowledge and skill from both general and specialized curricula in wider community-based settings" (KC institutional outcomes). Explanation of how service learning is used as an online pedagogy in three online courses will be discussed.

Notes:

Room 310

Feedback Informed Teaching

Kenneth Browner *// Lakeland Community College*

How can you improve your courses and increase engagement? Ask the experts: your students. And ask frequently. This presentation will offer strategies and insights based on one instructor's effort to collect and utilize student evaluations every one to two weeks throughout the semester. While this approach requires a healthy dose of humility and curiosity, it offers exciting opportunities for professional growth.

Notes:

Ballroom A

The Evolution of Tech Lab

Lisa Wiebenga Stroschine *// COE College*
Christy Wolfe *// COE College*

Preparing our pre-service teachers for life in the classroom incorporates all aspects of disposition, skill, and knowledge. "Technology training" for future teachers in our program has evolved from 2-3 class periods within practicum, operating like a "workshop" (web-building workshop, Glog-ster workshop, etc), to a full-semester, stand-alone course featuring weekly hands-on labs complimenting theory and discussion.

In this session we'd like to share how we've morphed EDU 219: Educational Technology Lab in response to changing technology in our schools and, in general, the advancing needs of our students, and input from our community. EDU 219 is a lab component of Elementary & PE Practicum, Music Practicum, and Secondary Practicum education courses. Creating a curriculum for this broad audience is challenging. We have worked to create an inclusive cross-departmental collaboration, connections for all students outside of our campus community, and a strong technology base for students in the course. As is the nature of technology, the course is (and always will be) evolving.

Notes:

Room 335

Redesigning a Marketing Research Course: An Experiential Learning Pilot Study

James McKelvey // *The University of Akron*
Sydney Chinchanachokchai // *The University of Akron*

Instructional strategies meeting the demands for experiential learning outcomes in the classroom is a stiff challenge. CBA advisory councils strongly suggest it deliver a more "practiced, hands-on" skill set in graduates entering their workforce. Our accrediting institution, AACSB, adopted standard 13, articulating a precise requirement to prepare students who have actively engaged with academic and professional experiences in classroom and field venues. The marketing department is facing a second market demand to prepare graduates with a field-ready skill set in marketing research, a profession with over 23% projected growth through 2026.

We redesigned the Marketing Research course to include four experiential projects: a secondary data market analysis, a client-based focus group, an online survey, and a laboratory experiment using eye-tracking technology. These projects represent in-demand job-related skill sets.

In fall 2018, we conducted a pilot study to assess students' quantitative and qualitative opinions about the experiential learning projects. Forty undergraduate students completed a survey indicating how much the projects contributed to their understanding of marketing research and career preparation. Results suggested each of the four projects were vital in making them career-ready.

Notes:

Room 314

Gender, Self-Efficacy Toward Collaborative learning, Engagement, and Academic Performance in a Flipped Classroom

Bushra Aldosari *// Kent State University*
Shannon R. Brunette *// Northeast Wisconsin Technical College*

We examined the relationship between gender, students' self-efficacy toward collaborative learning (SECL), students' class preparation effort, participation during in-class group activities, and academic performance in four sections of a physics flipped-classroom course taught in Fall 2018 and Spring 2019. During the third week, participants completed a survey self-reporting demographic information and collaborative learning self-efficacy. Behavioral engagement was measured by examining completion of class preparation and participation in group activities. Academic performance was measured using three exam scores. The instructors designed all classes using the same design. The results revealed, surprisingly, that SECL had a negative direct effect on participation during in-class group activities and academic performance. In the expected direction, the results showed that students' class preparation effort had a positive direct effect on participation in in-class group activities which in turn had significant direct effects on academic performance. The results suggest that instructors are justified in devoting effort to helping students gain knowledge before attending class so students could retrieve this knowledge in class, and that opportunities for spaced practice and retrieval increases knowledge retention.

Notes:

Room 312

Self and Peer-Assessment in the Collaborative Learning Process

Tracy Riley // *Mount Carmel College of Nursing*

Group projects present challenges to those facilitating them, those participating in them, and faculty evaluating them. Depending on group size and composition, students may exert too much control over the collaborative learning experience or fail to participate as full team members. The aim of this session is to discuss the role of focused self and peer evaluations that contribute to collaborative group functioning and provide an effective tool for student accountability and development. Collaborative group projects with firm evaluative structures provide evidence to adjust individual scores if needed. Quantitative and qualitative insight is collected to support score adjustments when necessary. Aligning the evaluative tool with project and course learning outcomes provides additional insight for future project improvement as well. Addressing differences between cooperative group projects versus collaborative ones is foundational to the instructional process. Benefits and challenges of self and peer-assessment will be actively addressed with workshop participants. Experiences from both face-to-face and online learning environments will be solicited and shared.

Notes:

Room 310

Pre-service Teachers Connect with Parents

Susan Corl *// The University of Akron*

It is important for teachers to connect with parents, particularly when children are learning to read. However, it is often difficult for parents because they are busy or don't have the knowledge to help their children. Pre-service teachers are often told that this is important, but they don't learn best practices for connecting. The pre-service teachers in the Foundations of Literacy class at Wayne College developed a Reader Review Blog that includes reviews of "read aloud books," as well as ways parents can help their children work on reading at home. There are many blogging products on the market, but the best tool for working together as a class is Edublogs by Wordpress. It is flexible, easy to use, and dynamic. The blog platform can be used as a collective blog or expanded to allow each student to have his/her own blog. This keeps the students connected throughout the class and after. Visit our blog at http://readaloudreviews.edublogs.org/

Notes:

Room 335

Let Them Cheat: A Metacognitive Strategy to Boost Student Performance and Confidence

Alan Snow *// The University of Akron*

A successful teacher develops a teaching philosophy that considers how people learn. It is best if that philosophy is shared with, understood by, and easily practiced by students. Many studies reveal that students learn best when given the opportunity to experience new concepts followed by self-assessment practices. Moreover, as teachers and scientists, we hope that students extend that knowledge by developing and testing their own new ideas. Active learning can be achieved by varied methods that encourage students to go beyond listening or reading. I include small discussions, think-pair-share exercises, group problem solving, brainstorming, concept mapping, and even structured "cheating." Moreover, these activities model the scientific process and problem-solving approaches. It is important to measure student learning; however, assessment should extend beyond written exams. It is especially useful for students to gain feedback in order to monitor their own learning process. Structured cheating affords the opportunity for self-assessment and timely feedback, critical features of the learning process. This session will introduce structured cheating techniques, summarize effectiveness and student perceptions, model examples, and provide a chance to discuss potential merits across the disciplines.

Notes:

Room 314

Re-envisioning Interdisciplinary Education: Moving the Next Generation of Practitioners Toward a Holistic Methodology

Mark J. Carroll *// University of Mount Union*

Contemporary healthcare is increasingly dependent upon interdisciplinary communication and coordination. As a result, health education programs have progressively emphasized interdisciplinary training. The authors contend that contemporary education warrants a change in our approach to training.

Current education is rooted in medical model thinking that uses experiential methods, such as shared classrooms and guest lecturers. These methods fall short in meeting contemporary practice demands. The authors explore the history, challenges, opportunities, and ineffectiveness of traditional interdisciplinary education, and propose the idea of moving to a system utilizing problem identification, counseling, and referral as part of the training. These techniques have already been successfully used in wellness education. Additionally, the authors ask the educators to consider using psychosocial or spiritual foci, such as shared life experiences as part of this interdisciplinary training.

A shift from the current paradigm toward a wellness model that emphasizes identification, counseling, and spirituality would facilitate improved team dynamics and conflict resolution for the benefit of the patient or client.

Notes:

Room 312

Evaluation of Escape Room Activity to Teach Nursing Students About Hypertensive Disorders of Pregnancy

Debra Horning // *The University of Akron*
Michele Zelko // *The University of Akron*
Barb Scherer // *The University of Akron*

We developed an Escape Room activity to provide nursing students with an opportunity to use collaborative learning techniques. The Escape Room format requires teams to work through a series of puzzles and tasks before the patient condition worsens. Our pilot study evaluated the effectiveness of engaging students in critical thinking and decision-making during an unfolding patient scenario. An Escape Room activity focusing on hypertensive disorders in pregnancy was designed for nursing students. After learning about this condition in the classroom, they worked in small groups to uncover clues that led to discussion about patient symptoms, identification of a critical event, and intervention decision-making. Students completed a survey to rate the activity and completed four related exam questions.

Student feedback indicated that they enjoyed the teamwork, valued the opportunity to perform the interventions, and that it helped them learn about the condition. The exam question results were compared with students that did not have the activity and revealed slight differences. This Escape Room activity demonstrates a way to utilize gaming and simulation for learning. Although the pilot study demonstrated student satisfaction, investigators have decided to continue data collection to further evaluate learning effectiveness.

Notes:

Room 310

Enabling Better Outcomes by Bridging the Gap Between Digital Content and Learning

Kyle Zegarac *// PowerNotes*
Karen Bieber *// PowerNotes*

Creating better writing through better research. PowerNotes provides a stream-lined process for saving, organizing, and tracking information from any source and transforming it into effective writing. Our pedagogical features facilitate critical reading, synthesis, outlining, gathering citations, and drafting.

This presentation will demonstrate the capabilities of PowerNotes in digital research and writing and discuss it's use in general note-taking. We will discuss how students are using it in their classes (including non-writing classes), how professors are using it to teach research and writing, and how we are working with schools to enhance online learning with features that facilitate asynchronous feedback, data analytics for curriculum improvement and increasing student retention, and improve digital learning.

Notes:

Room 335

Gamification: Incorporating Badges, Points, and Leaderboards into Teaching

Erin Makarius *// The University of Akron*
William McHenry *// The University of Akron*

Educators are searching for new ways to capture the attention of multi-tasking, mobile, and easily distracted learners (Reeves & Wittenburg, 2015). Gamification incorporates competition, feedback, points, leaderboards, and learning from mistakes (Deterding, Dixon, & Khaled, 2011). Academic literature suggests that game attributes such as continuous feedback, teamwork, and problem-solving stimulates intrinsic motivation (Reeves & Reed, 2009). Game elements can provide autonomy, meaning, and relatedness, key factors of intrinsic motivation (Glynn, 1994).

This session will demonstrate techniques and elements of gaming, and discuss advantages and disadvantages. Although many assume that gamification will lead to greater engagement and learning for students, this has not been extensively examined empirically. We will analyze data from one section of a management class to explore how gamification influences student experiences and outcomes. In this "Leveling Up Game," we have awarded points, badges, and "perks" for experiences, such as participating in interactive videos in Brightspace and/or H5P for pre- and post-class introduction and mastery of material; taking self-assessments; submitting short "blog length" posts, examining ethical concerns in a CEO leadership presentation; and participating in Kahoot quizzes. The session will provide an overview of classroom gamification technologies and describe the learning and engagement that may result.

Notes:

Room 314

Seeing the Water you Swim in: Using Metacognition to Make Threshold Concepts Visible to Students

Janet Bean *// The University of Akron*
Angel Evans *// The University of Akron*

How do we create transformative learning practices that take on new meaning for students? How can students apply abstract classroom ideas into real-time practice more deeply? This panel will address these questions by providing examples of how metacognitive practices transform the classroom. First, we will introduce the idea of threshold concepts and ask participants to consider how this model applies to their specific disciplines. We will then discuss metacognition as a strategy that can help students explicitly engage difficult disciplinary concepts, including activities such as reflection, inquiry-based learning, and experiential learning. For the second half of the presentation, we will present a case study from an English Composition II classroom that shows how students applied metacognitive learning practices in the context of a multimodal digital project. We will end with a discussion of how innovative projects can get students thinking about their disciplines' threshold concepts in transformative ways.

Notes:

Room 312

Designing for Open: Success Stories in Implementing Open Textbooks and Resources (Panel)

Steve Kaufman *// The University of Akron*
Sean Kennedy *// The University of Akron*
Sheri Schulte *// The University of Akron*
Baomei Zhao *// The University of Akron*
Michele Thornton *// The University of Akron*
Naomi White *// The University of Akron*
Meera Chatterjee *// The University of Akron*
Rosemarie Eichler *// The University of Akron*

Attendees will hear multiple faculty members share insights about open resource implementation. We will share examples of how redesigning courses to utilize open resources impacts student success and persistence.

Session Objectives:
• Identify key aspects of a successful open textbook initiative and how to develop a support model for open projects.
• Create policies and procedures to help spur faculty interest in pursuing open resources.

Session Participation:
• Participants will join in a conversation with faculty. We will share workflow examples, funding approaches, alignment documents and created resources.

Notes:

Room 310

Yours, Mine, and Ours: Fair Use of Intellectual Property in the Educational Setting

Mark J. Carroll *// University of Mount Union*
Patrick Pauken *// Bowling Green State University*

This study examines legal and ethical implications of intellectual property. Who owns the information presented in a lecture, or printed in a book, journal article, or on the internet? To what degree should we be allowed to use information from publications for the benefit of education? Free resources have been crucial to innovation and creativity; without them creativity is reduced. The authors believe that while requiring use of all ideas to be licensed, owned, and reimbursed to the original thinker would severely hamper the creative process, complete freedom of material is likely to be an equally unsuitable answer. Like highways, information should be regulated but not unduly restricted. Such a system would allow authors to continue to receive motivation and financial reward to pursue their works without unduly restricting the free-flow of information that aids innovation and creativity.

Notes:

Ballroom A

Steal My Idea - Round 1

In these 5-minute sessions, the speaker(s) will present a practice, technology, or lesson that has been successful in their classroom. Talk fast or, hear the dreaded gong when your 5-miutes is up. As a participant, vote on the idea you would most like to steal!

Project Implicit
Ritu Sharma *// Case Western Reserve University*

Problem-Based Learning Scenarios: For Students/By Students
Mark J. Carroll *// University of Mount Union*

Through the Learning Glass, and What Dr. Ghosh Found There
Sucharita Ghosh *// The University of Akron*

Notes:

Room 335

Alternative Ways to Foster Experiential Learning and Student Engagement in the Classroom

Lauren Houser // *The University of Akron*

In Marketing, we teach the importance for companies to create value for customers and to consistently communicate in a way that tells an authentic brand story. Using this concept, I have changed the way I engage with students to create additional interest, investment, and learning in my online class.

I will demonstrate how to use the strategy that companies use to generate interest in their product and facilitate customer engagement. When you treat students as customers and allow them to co-create their online learning experience, it can result in increased engagement and customer (student) satisfaction.

Attendees will learn how to more effectively connect with online students, as well as facilitate an environment that encourages peer communication and a classroom experience. Attendees will be given examples of how to better utilize basic tools to help students feel more connected. Examples include leveraging discussions, engaging with students one-on-one, connecting students to their peers, and helping students design some of their own learning.

Student testimonials will be provided as examples of how these methods impacted their engagement and ultimately their learning in the online class.

Notes:

Room 314

From Student Development Theory to Practice: Reflections on the Development of E-sports on a University Campus

Alan Kornspan *// The University of Akron*
John Roncone *// The University of Akron*
Seungbum Lee *// The University of Akron*
Sean Cai *// The University of Akron*

Universities have become interested in providing opportunities for students on college campuses to become involved in e-sports (Roncone et al. 2019). The University of Akron is one university that has embraced this vision (Lin-Fisher, 2019). Through sport studies' courses, research with professors, and competitive and recreational e-sports tournaments, students have been provided the opportunity to become involved with e-sports. The purpose of this panel presentation is to discuss how we provide students the opportunity for involvement and experiences within the e-sports environment. In particular, the panel members will provide an overview of the current opportunities that we have developed for e-sport course work, research, and competitive tournaments. All four discussants are currently involved in the development of e-sport course work, research, and practical application on the University of Akron campus.

Notes:

Room 312

A Clinical Model for Urban Teacher Education: A Unique Partnership to Foster Teacher Identity (Panel)

Susan N. Kushner Benson *// The University of Akron*

The focus of this panel discussion will be the ways in which a unique field-based clinical model has been designed and implemented to promote the identity of the teacher candidates as urban educators. The clinical model reflects a partnership between the LeBron James Family Foundation College of Education (LJFF COE) at the University of Akron, the I Promise School (IPS), and the LeBron James Family Foundation (LJFF). Specifically, the clinical model entails a cohort of teacher-education students who will spend 7 to 10 hours at the I Promise School each week – earning 6 to 9 semester credit hours (2 or 3 classes) – working exclusively in two third-grade classrooms and mentored by two classroom teachers and an intervention specialist, and guided by two university faculty members as they engage purposeful learning community activities.

Notes:

Room 310

Gamification in the College Classroom: Exploring Gaming in Various Contexts

Andrea Meluch *// The University of Akron*
Michael Gentithes *// The University of Akron*
Sarah St. George *// The University of Akron*
Rhiannon Kallis *// The University of Akron*

This panel will explore how faculty members gamify their classrooms to increase student engagement. Specifically, faculty members will discuss how they have used polling apps, Jeopardy, and other types of in-class "games" to help increase active-learning opportunities for students. Four faculty panel participants include Drs. Andrea Meluch, Rhiannon Kallis, Sarah St. George, and Michael Gentithes. Each faculty member will first present how they have used gamification in their classrooms, then the panel will discuss the outcomes of using games in the college classroom context, and finally the panel will engage with audience members about the value of gamifying the college classroom today. Attendees will learn more about the opportunities and drawbacks that gamification provides and have the chance to explore gamification more in-depth.

Notes:

Ballroom A

Ohio K-12 Social and Emotional Learning Standards Through the Eyes of Pre-service Early Childhood Teachers

Karen B. Plaster *// The University of Akron*
Jennifer Bozeka *// The University of Akron*
Brandi Davis *// Akron Public Schools*

Community|Corrections|Connections: Thinking Together to Create Win-Win Situations

Daniela Jauk *// The University of Akron*
Insun Park *// The University of Akron*

Non-STEM Majors - Creating a Meaningful Learning Environment for a Freshman-Level Chemistry Course

Carrie Salmon *// The University of Akron*
Yuan "Mike" Xue *// The University of Akron*

Probabilistic Model for Rebar-concrete Bond Strength Prediction Considering Corrosion and Bond Failure Mode

Benjamin (Ahmad) Soraghi *// The University of Akron*

Undergraduate and Graduate Experience at the University of Akron

Michael P. Spade *// The University of Akron*

Experiencing Project – Based Learning

Lindsey Miller *// The University of Akron*

Awareness is the Greatest Agent for Change

MaKaila Shaw *// The University of Akron*
Jenna Garey *// The University of Akron*

Building Positive Relationships in the Classroom: Using Self Reflection with Third Graders

Tess McCarthy *// The University of Akron*
Brooke Davis *// The University of Akron*
Alexis Sneed *// The University of Akron*

Building Relationships in the Community: Laundry Facilities in School

Melena Albaugh *// The University of Akron*
Jordain Smith *// The University of Akron*
Cassandra Carter *// The University of Akron*

Flexible Seating: Acknowledging Students' Individual Differences

Amiah Barillas *// The University of Akron*
Margaret Tulay *// The University of Akron*
Mecca Sawyer *// The University of Akron*

Relationship Skills: A Major Key to Success

Ashley Baldwin *// The University of Akron*
Brianna Cellini *// The University of Akron*

Responsive Decision-Making

D'Aire Davis *// The University of Akron*
Amber Schafrath *// The University of Akron*
Jer'Lana Noel *// The University of Akron*

Self-Awareness: Zones of Regulation in the Classroom

Mackenzie Woodrum *// The University of Akron*
Sydney Cargill *// The University of Akron*
Paige Caplinger *// The University of Akron*

Self Management

Morgan Crites *// The University of Akron*
Kylie Shields *// The University of Akron*
Allie Kenney *// The University of Akron*

The Effect of Classroom Quiet Corners on Learning

Ashley Nero *// The University of Akron*
Lena Crogan *// The University of Akron*
Annunziata Morek *// The University of Akron*

Your Actions and Words Have an Effect: Social Awareness and You

Kylie Shields *// The University of Akron*
Jamie Specht *// The University of Akron*
Bridget Smith *// The University of Akron*

Ballroom A

Steal My Idea - Round 2

In these 5-minute sessions, the speaker(s) will present a practice, technology, or lesson that has been successful in their classroom. Talk fast or, hear the dreaded gong when your 5-miutes is up. As a participant, vote on the idea you would most like to steal!

Whispers of Equity: Giving Them Voice Throughout the Semester

Nasser Razek *// The University of Akron*

Top 5
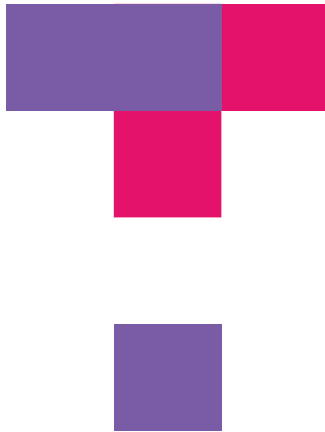
Dudley Turner *// The University of Akron*

Use of Mentimeter to Enhance Student Engagement in Class

Adel Alhalawani *// The University of Akron*

Notes:

Barnes & Noble
COLLEGE

PowerNotes

TOP HAT

MORNING SCHEDULE

Time/Room	Session Title
7:30am - 8:30am	**Registration and Breakfast –** *Ballroom A*
8:30am - 8:45am	**Welcome and Introduction –** *Ballroom A* Dr. Joe Urgo, *Interim Executive Vice President and Provost*
9:00am - 9:20am	**Session 1**
Ballroom A	Cooperative Learning Through Movement
Room 335	Photoshop: My Presentation Software of Choice
Room 314	Beyond the University: Lessons Learned from University-Community Dance Partnerships
Room 312	Service Learning Online? How do you do that?
Room 310	Feedback Informed Teaching
9:30am - 9:50am	**Session 2**
Ballroom A	The Evolution of Tech Lab
Room 335	Redesigning a Marketing Research Course: An Experiential Learning Pilot Study
Room 314	Gender, Self-Efficacy Toward Collaborative learning, Engagement, and Academic Performance in a Flipped Classroom
Room 312	Self and Peer-Assessment in the Collaborative Learning Process
Room 310	Pre-service Teachers Connect with Parents
10:00am - 10:20am	**Session 3**
Room 335	Let Them Cheat: A Metacognitive Strategy to Boost Student Performance and Confidence
Room 314	Re-envisioning Interdisciplinary Education: Moving the Next Generation of Practitioners Toward a Holistic Methodology
Room 312	Evaluation of Escape Room Activity to Teach Nursing Students About Hypertensive Disorders of Pregnancy
Room 310	Enabling Better Outcomes by Bridging the Gap Between Digital Content and Learning
10:30am - 11:20am	**Session 4**
Room 335	Gamification: Incorporating Badges, Points, and Leaderboards into Teaching
Room 314	Seeing the Water you Swim in: Using Metacognition to Make Threshold Concepts Visible to Students
Room 312	Designing for Open: Success Stories in Implementing Open Textbooks and Resources
Room 310	Yours, Mine, and Ours: Fair Use of Intellectual Property in the Educational Setting

Time/Room	Session Title
11:30am - 12:30pm	**Lunch** *(provided)* – *Ballroom A*
11:45am - 12:15pm	**Session 5**
Ballroom A	**Steal My Idea –** *Round 1*
12:30pm - 1:50pm	**Keynote Presentation & Discussion**
Ballroom A	**Teaching for Transformative Experiences** Dr. Kevin Pugh, *The University of Northern Colorado*
2:00pm - 2:50pm	**Session 6**
Room 335	Alternative Ways to Foster Experiential Learning and Student Engagement in the Classroom
Room 314	From Student Development Theory to Practice: Reflections on the Development of E-sports on a University Campus
Room 312	A Clinical Model for Urban Teacher Education: A Unique Partnership to Foster Teacher Identity (Panel)
Room 310	Gamification in the College Classroom: Exploring Gaming in Various Contexts
3:00pm - 3:50pm	**Session 7**
Ballroom A	**Poster Session**
4:00pm - 4:20pm	**Session 8**
Ballroom A	**Steal My Idea –** *Round 2*
4:20pm - 4:30pm	**Closing Remarks and Prizes –** *Ballroom A*

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📶 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.

🐦 Connect and share your experience with us on Twitter with **#uanextcon** and follow us **@uanextcon**.

📷 Please note that NEXT staff members will be taking photos and video throughout the event. These images and videos are for NEXT use only, and may be used in promotional materials in the future for events hosted by University Libraries and Design and Development Services. Your attendance constitutes your permission and consent for this usage.

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Save the Date!

Join us for the 2021 NEXT conference on March 5, 2021

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