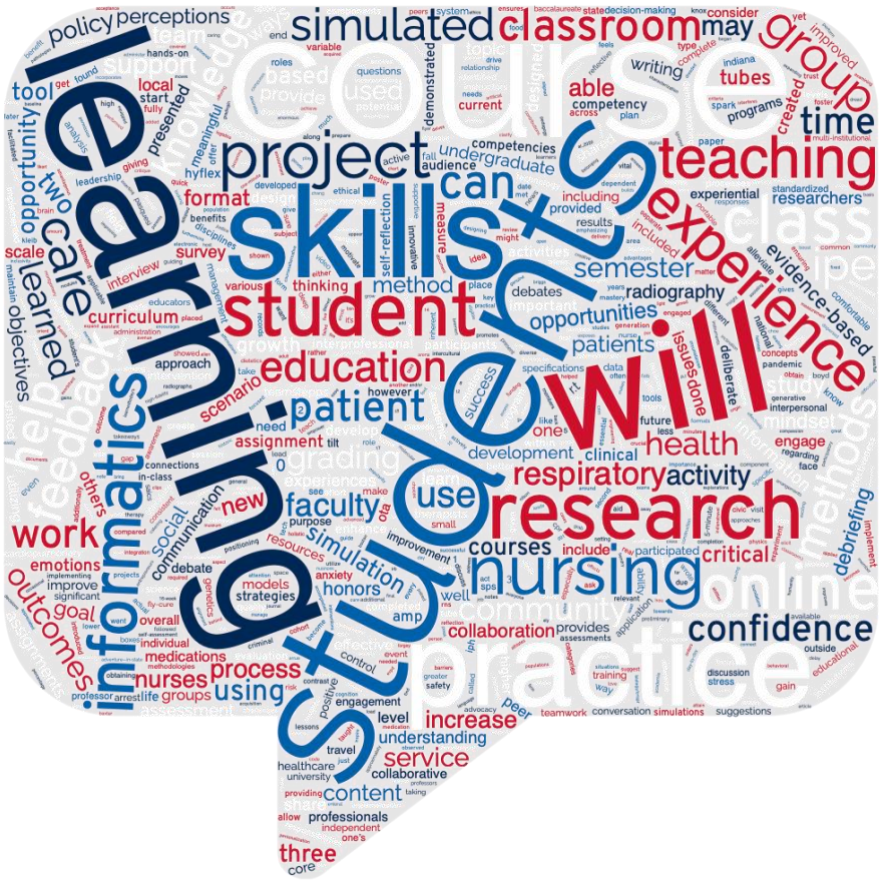
8TH CELEBRATION OF TEACHING & LEARNING SYMPOSIUM

2024 Presentation Abstracts



February 14, 2024

UNIVERSITY OF SOUTHERN INDIANA

USI Center for Excellence in Teaching & Learning | www.usi.edu/cetl

2024 Presentation Abstracts

8th Celebration of Teaching & Learning Symposium | University of Southern Indiana

Presentation Abstracts (sorted by title)

Please refer to the Symposium webpage for additional information and to view the program.

The presentation abstracts will be available in USI's Scholarly Open Access Repository (SOAR).

The word cloud image shown on the cover was created from the words in the presentation abstracts. The frequency of words corresponds with font size.

Keynote: Clicking into Place: Harnessing Learning Data for Practical Classroom Improvement

Invited speaker: **Dr. Benjamin Motz**, Psychological and Brain Sciences, Indiana University

Abstract:
What are your students doing? How are they studying? How are they engaging with learning materials? Historically, the answers to these questions have been completely unobservable to teachers, because studying occurred outside the classroom, in the privacy of students' apartments, libraries, and local coffee shops. But nowadays, our digital learning platforms are brimming with data, as student's clicks on learning resources, readings, and course activities are being logged moment-by-moment. How can we make constructive use of these data, in a way that benefits student learning and success? In this talk, I'll put a spotlight on the transformative potential of these clicks, with a focus on providing instructors with practical takeaways they can bring to their own classes, and I'll also describe large scale studies where we've observed substantial improvement from relatively simple student interventions. Throughout I'll also share tips about how we should be interpreting these data, protecting student privacy, and giving students agency in how their data are utilized. Participants will learn how to turn the seemingly abstract world of learning data into practical tools for boosting student achievement.

About the Speaker:
Dr. Ben Motz (he rhymes with boats) is an Assistant Professor in Indiana University's Department of Psychological and Brain Sciences. He received his BS from Indiana University, MS from University of California San Diego, and his PhD at Indiana University, all in Cognitive Science. His research is at the intersection of cognitive psychology and education, characterized by large-scale experiments and analyses on students from real education settings that test theoretical predictions from the psychological science of learning. Motz's work has deep roots in the classroom, where he spent a decade as a full-time teaching faculty member, and a common theme is the use of technology, both for its potential to improve student learning, and for its ability to improve research methods. Currently, Dr. Motz runs Terracotta, a learning management system plugin that makes it possible to rigorously and responsibly conduct controlled experiments in students' online coursework, and the INTERACT Incubator, a diverse collective of researchers, education stakeholders, and technologists, seeking to improve research infrastructure for improving equity in STEM education.

Active Learning through Simulations: Student Perceptions of Simulated Patients in Radiography Training

Presenters: **Joy Cook**, Radiologic and Imaging Sciences, University of Southern Indiana

Heather Schmuck, Radiologic & Imaging Sciences, University of Southern Indiana

Ryan Williams, Radiologic & Imaging Sciences, University of Southern Indiana

Keywords: active learning, standardized patient, peer model, student perceptions

Type of Work: Scholarship of Teaching and Learning (SoTL)

Presentation Format: Poster Presentation

Abstract:

• Research Question and Context:

Radiographic imaging procedures courses play a critical role in preparing competent professionals who are proficient in radiographic positioning, patient care, and communication. As educational methodologies evolve, the integration of simulated patients either peer models or standardized patients (SPs) (individuals trained to portray patients during the instruction or assessment of clinical skills of health students) have been used to enhance the hands-on training experience for radiography students. However, when designing active learning activities consideration for student stress, anxiety, and comfort are important to maintain motivation to learn. This current study aimed to answer: What are radiography students' perceptions regarding the use of SPs versus peer models in their positioning skills course simulations? Which type of simulated patient creates less anxiety and makes the learning experience more comfortable for radiography students?

• Grounding:

The effectiveness of active learning through simulation is dependent upon the design of the activity. Simulation allows students to be engaged in applying the skills learned in the classroom (Walters, et al., 2017). However, studies have shown that active learning methodologies have created stress and anxiety in students which interferes with and creates difficulties in problem-solving situations and this leads to decreased motivation in learning (Guedes-Granzotti et al., 2021). Keeping this in mind, instructors need to create active learning activities that students perceive as comfortable and less stressful. The integration of simulated patients, either peer models or standardized patients (SPs), have been used to enhance the hands-on training experience for radiography students. Peer models learning the same academic content are commonly used in simulation (Chang & Power, 2000; Hendry, 2013) as they are knowledgeable

in the aspects of the skills needed to perform the task being performed and have been seen as a good form of formative feedback (Dijks et al, 2018). Additionally, SPs have been shown to add authenticity to the patient care skills learning process as well as provide honest and critical feedback and improve student learning (Park et al., 2011).

• Approach/Methods:

A convenience sample of radiography students enrolled in three radiographic procedures courses participated in this IRB-approved quantitative study. Students utilized either a SP or peer model as a simulated patient during radiographic positioning simulations. A Likert scale survey of students' perceptions using the simulated patients was given at the end of each course. Descriptive statistics and an Independent Samples T-test were used to evaluate the data.

• Discussion/Lessons Learned:

The study's goal was to identify a simulated patient type that could alleviate student anxiety and increase comfort. In the context of simulation activities, students showed a preference for peer models over SPs in radiology education. Their inclination towards peer models stemmed from feeling less intimidated and more at ease during interactions when demonstrating positioning. Interestingly, students recognized that genuine patient care interactions were most accurately simulated when using SPs. However, the study highlighted the advantage of using peer models to alleviate discomfort and anxiety which aids in facilitating learning. Instructors should consider this approach when designing activities, as it not only reduces anxiety but would help maintain students' motivation levels.

• References:

Chang, E. H., & Power, D. V. (2000). Are medical students comfortable with practicing physical examinations on each other? *Academic Medicine, 75*(4), 384-389. https://doi.org/10.1097/00001888-200004000-00020

Dijks, M. A., Brummer, L., & Kostons, D. (2018). The anonymous reviewer: The relationship between perceived expertise and the perceptions of peer feedback in higher education. *Assessment & Evaluation in Higher Education, 43*(8), 1258-1271. https://doi.org/10.1080/02602938.2018.1447645

Guedes-Granzotti, R. B., Cesar, C. P., Ribeiro, V. V., Dornelas, R., Moreira, P. P., & DaSilva, K. (2021). Teaching methodology, stress and study and learning strategies: Interrelationship among university students. *Paidéia (Ribeirão Preto) 31*(e3121), 1- 11. https://doi.org/10.1590/1982-4327e3121

Hendry, G. J. (2013). Barriers to undergraduate peer-physical examination of the lower limb in the health sciences and strategies to improve inclusion: A review. *Advances in Health Science Education, 18*(4), 807-815. http://doi.org/10.1007/s10459-012-9418-4

Park, J. H., Young Son, J. I., Kim, S., & May, W. (2011). Effect of feedback from standardized patients on medical students' performance and perceptions of the neurological examination. *Medical Teacher, 33* (12), 1005-1010. https://doi.org/10.3109/0142159X.2011.588735

Walters, B., Potetz, J., & Fedesco, H. N. (2017). Simulations in the classroom: An innovative active learning experience. *Clinical Simulation in Nursing, 13*(12), 609-615. https://doi.org/10.1016/j.ecns.2017.07.009

An Experiment in Specifications Grading

Presenters: **David O'Neil**, English, University of Southern Indiana

Keywords: assessment, specifications grading, contract grading, mastery grading

Type of Work: Teaching Practice

Presentation Format: Lightning Presentation

Abstract:
In this presentation, I discuss a new grading approach that I am trying out this semester: specifications grading. Specifications grading is like other grading approaches that have been gaining popularity such as contract grading and mastery-based grading. In these approaches, individual assessments are not given a specific grade or percentage but instead marked as pass/fail. A student's course grade is then based on demonstrating competency on (or passing) a prespecified number of assessments. Under this approach, the grading process is about ensuring that core competencies have been met, and feedback is given not to justify a grade but rather to point out ways for a student to improve. Because the point is for students to achieve competency, failed assessments may be redone. Advantages of specifications grading include that it motivates learning, reduces anxiety, and upholds academic standards by requiring proficiency on core criteria. Other advantages include saving time, discouraging cheating, and making grading and feedback feel supportive rather than punitive.

My experiment with specifications grading will be ongoing at the time of the symposium, so I will be offering observations rather than conclusions. The main purpose of my presentation is to increase audience awareness about this innovative approach to grading, share my current challenges and successes, and elicit feedback from audience members who may have experiences or insights to share. I will also engage the audience by asking about their current struggles with grading and leading a conversation on how specifications grading may help alleviate some of these struggles. I will offer a portrait of my own course's design to help the audience visualize what specification grading might look like in practice.

Application of the Honors Program to Course Improvement

Presenters: **Jordan Messina**, Health Services, University of Southern Indiana
Steve Gruenewald, Health Services, University of Southern Indiana

Keywords: Course improvement, Honors Program, Assessment

Type of Work: Teaching Practice

Presentation Format: Lightning Presentation

Abstract:
The USI Honors Program provides an innovative opportunity to engage honors students in curriculum improvement. The Honors Project that honors students are required to complete during a semester are relevant to assessment and evaluation of course content. The goal of our project was to improve teaching and curriculum using honors students and honors projects as a springboard for professors and students to engage in course content to produce research projects that students are passionate about while meeting the required objectives of the course.

An Honor's Project was completed for IPH 356 (Ethics in Healthcare) which is a Core 39 course. This section of IPH 356 was cross listed as an Honors class. The honors student was provided with the resources to create and complete the project based on the information covered in class, as well as information presented in the textbook. The honors project was to develop a reflective journaling assignment.

In the proposed presentation, an explanation of the origin of the project, the resources provided, development of the project, and what experiences came from the project will be discussed. The resulting reflective journaling from this project has been implemented into sections of IPH 356, attesting to the quality and practicality of this project in the classroom.

The use of the Honors Project as a means of course improvement and enhancement are advantageous to students and professors. This collaboration gives the student the opportunity to gain valuable insight to assessment, evaluation, and curriculum and provides the professor with guided student research that provides a product that is student-centered and relevant to the course content.

Community as Classroom: Learning in and from New Harmony, Indiana

Presenters: **Emily Watson**, English, Ivy Tech Community College
Scott Luter, English, Ivy Tech Community College

Keywords: Community, place-based learning, travel study

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:
Travel study can be exciting and eye-opening, but for many students, it feels like too great a risk. Even if they manage to enroll in a program, they don't often have the confidence to really immerse themselves in a wholly new place. Field trips just a few minutes from campus can be a real adventure—in-state travel is an affordable, high-impact stepping stone to future travel experiences and professional opportunities.

Our most successful venture is an annual five-day class-retreat to New Harmony, Indiana. It's a small, walkable community that gives our students a space where they can venture out of their comfort zones. We draw on University of Southern Indiana and State Museum resources, as well as artists and entrepreneurs in the small community. Though students won't leave the state, New Harmony, with its remote location and minuscule population, feels like a very different experience in a place where students can learn to be travelers.

All of our class travel experiences begin with a traditional classroom experience. Students get to know one another and they become familiar with the resources that introduce them to our travel destination. They explore historic documents, scholarly work, podcasts, and local news. Our goal is to begin to understand a few of the many pieces that give a contemporary community its identity.

Once we are in a new place, we begin a scaffolded travel experience. At first the goal is simply to orient ourselves in space, to learn the system for navigating it (whether a large library or a small town). Especially for first-generation students, feeling lost can suggest that they don't belong in a new place—we want them to see that this is a step that everyone takes when they go somewhere new or start a new job. Later, we engage with general tours; as students become more comfortable, they plan their own time and make choices about how and what they will explore independently.

While these trips have been offered for a humanities travel study credit, as a creative writing class, and as literature course, these are general parameters. Faculty chaperones in other disciplines are quick to give guest lectures that connect their academic interests to our study of this community. We have the shared goal of helping our students to see true interdisciplinary learning opportunities in every place they visit. We want to model how we can learn from travel, consider our occasional discomfort, and make meaningful connections between new and

familiar experiences. These are moves that enhance our learning in every new place we visit, even if it's just a few steps off campus.

Competency Based Classroom Strategies

Presenters: **Pam Miller**, Nursing, University of Southern Indiana

Theresa Marcotte, Nursing, University of Southern Indiana

Keywords: Competency-Based, Synthesis, Quality Improvement, Evidence-Based Practice

Type of Work: Teaching Practice

Presentation Format: Lightning Presentation

Abstract:

Introduction

The presentation will utilize presentation software to disseminate information on utilizing competency-based education in a research and evidence-based practice course in a baccalaureate nursing program. A demonstration of the process for teaching synthesis, discussion on the quality improvement project and evaluation, and sharing student feedback on both processes will be presented. Discussion on how this process will integrate with future curriculum revision will also be discussed.

Description of the Teaching Practice & Relevance

The Research and Evidence-Based Practice course provides students the knowledge and skills to translate current evidence into practice. One course learning outcome is for students to integrate information from research studies into one, cohesive document. As an activity pursuant to this outcome, faculty created an activity that provides students an opportunity to review the literature and create a synthesis of the data relevant to the topic. This activity distinguished between summarizing and synthesizing evidence to demonstrate a deeper understanding of research and application to practice which meets a second objective of identifying the relationship of research and nursing theory to evidenced-based practice.

Two additional objectives, comparing practice guidelines with current practice and presenting a plan to implement evidence in practice were addressed by a quality improvement project. Students identified a gap in care and designed a quality improvement process to improve the gap. They wrote a group paper with three evidence-based practice references and evaluated by a rubric. Students overwhelmingly did well collaborating on and developing an effective quality improvement initiative based on current nursing research.

Both activities demonstrated a competency-based approach where students were given an assignment linked to a course objective, provided a rubric, and utilized activities in class, readings from their course textbook, and presentations on the topic to develop an assignment and demonstrate mastery of the content. Evaluation of the process and work, utilizing the

rubrics, showed students understood the content and were able to synthesize information to inform decision-making in practice.

Students were asked their opinions of the activities informally and provided good feedback on the process, what areas needed clarification, and suggestions for continuing the activity for future classes. Overall feedback was positive and assignment grades showed students understood what processes they were learning and how to apply the concepts to further knowledge and evidence-based practice.

Presentation Purpose and Takeaways

The main purpose of the presentation is to disseminate knowledge of a teaching-learning process and to garner feedback from peers. Suggestions and clarification will aid in honing the assignments for future classes to be concise and student centric.

Resources/References:

American Association of Colleges of Nursing (2021) *Competency-Based Education.* https://www.aacnnursing.org/Portals/0/PDFs/Essentials/CBE-Draft.pdf

Centers for Medicare and Medicaid Services (2023). *Quality measurement and quality improvement.* https://www.cms.gov/Medicare/Quality-Initiatives-Patient-Assessment-Instruments/MMS/Quality-Measure-and-Quality-Improvement-#:~:text=Quality%20improvement%20is%20the%20framework,%2C%20healthcare%20systems%2C%20and%20organizations .

Lobiondo-Wood, G., & Haber, J. (2018). *Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice, 9th Edition.* Elsevier, St. Louis, MO

Course Development and AI: Leveraging AI To Improve Your Course

Presenters: **JD Weagley**, Online Learning, University of Southern Indiana
Zack Ward, Health Professions, University of Southern Indiana

Keywords: Course Development, Artificial Intelligence, Course Design, Ethics

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:
In the ever-evolving landscape of education, Course Development stands as a crucial aspect in shaping the learning experiences of students. This presentation delves into the transformative power of Generative Artificial Intelligence (AI) in the course development process, emphasizing both its potential benefits and the imperative of ethical implementation.

This presentation seeks to demystify the integration of generative AI tools into the course development process, providing insights into how educators can leverage these technologies to enhance engagement, personalization, and overall learning outcomes. By harnessing the power of AI, educators can streamline the development of objectives, course materials, assessments, and instructional content. This not only accelerates the course creation process but also allows for a more adaptive and responsive curriculum that caters to diverse learning styles.

The presentation will also address the ethical considerations inherent in leveraging AI in education. We will delve into the importance of transparency, accountability, and bias mitigation when incorporating generative AI tools. Ethical guidelines will be outlined to empower educators to make informed decisions about when and how to use AI in course development, ensuring that technology serves as an enabler rather than a potential disruptor of the learning experience.

Overall, the outcomes of the session are designed to equip participants with the knowledge, skills, and inspiration to harness the potential of generative AI in course development while upholding ethical standards and preserving the essential human elements of education.

(Abstract created with assistance from Generative AI)

Deliberate Practice with Nursing Students: Taking Time to Learn

Presenters: **Leslie Kirkwood**, Nursing, University of Southern Indiana

Keywords: Deliberate practice, clinical confidence, nursing simulation

Type of Work: Teaching Practice

Presentation Format: Poster Presentation

Abstract:
Newly licensed nurses are under a significant stress load during their first one to two years practicing as a nurse. Critical thinking and clinical reasoning, which support confidence in clinical decision-making of nurses, are still being developed during this time to provide them with the experience to guide their practice. Nursing faculty in higher education are tasked with the challenge to increase the level of practice undergraduate nursing students experience during their program. The research question guiding this project was: What effect does the use of deliberate practice with medication administration have on medical-surgical nursing II students regarding clinical confidence?

The purpose of this quantitative, quasi-experimental study was to determine if the use of deliberate practice with nursing students by implementing weekly medication administration simulations would increase the level of clinical confidence in second semester medical-surgical nursing II clinical students. Two campuses of a community college system, similar in size and located within 50 miles of each other, were used as intervention and control groups. Both sites completed the same survey regarding confidence in clinical reasoning at the beginning and the end of the summer 2023 session. The control group, totaling 55 participants, completed a medical-surgical nursing clinical course. The intervention group, totaling 37 participants, completed the same course with the addition of weekly medication administration simulations. The simulations required the participants to review a simulated patient chart and provide rationale for administration of identified medications. Institutional Review Board approval was obtained from institution guiding research (University of Alabama) and research sites (Ivy Tech Community College).

Statistical analysis was completed using independent samples t-test to evaluate any potential differences. Statistically significant differences were identified when comparing intervention and control groups, however, further evaluation revealed significance between pre-intervention data regarding control vs. intervention groups, but no significance between post-intervention data. The intervention group showed a lower level of clinical confidence with the initial survey when compared to the control group, but did improve and surpass the control group, though a statistical difference was not observed. The implementation of deliberate practice did not show significantly greater results for this research project but did appear to support improved clinical confidence.

Take-away learning from this project is consistent literature that suggests increased practice helps to develop understanding in any subject. Deliberate practice activities are not for a grade or to pass a skill but is practice for the sake of practice. Verbal feedback from participants of this study, which was not gathered for analysis, supported increased confidence, and understanding of the skill they were practicing (medication administration). Additionally, participants were provided more one-on-one time with a nursing instructor, allowing more communication in the learning environment without fear of failing.

Dialogue Techniques: fostering intercultural empathy and communication skills for success

Presenters: **Bess Camara**, School of IT, Ivy Tech Community College

Keywords: diversity, empathy, communication, communication and deep listening skills

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:
In this presentation, participants will learn about a new and innovative method of teaching student groups (and themselves) to dialogue in ways that will grow trust, empathy, relationship building, deep listening skills and connections between diverse groups in a safe space. Dialogue can promote social emotional learning by providing a space for students to practice communication, empathy, and conflict resolution (Coleman et al., 2021).

Participants will be able to use dialogue skills learned in this workshop (with resources) to begin to build their own an enriching peer community. Peer dialogue can enhance learning by allowing students to explain their understanding to others, receive feedback, and learn from diverse perspectives (Topping & Ehly, 2014). Participants will see how to actively engage their student groups by growing trust and deep connections between diverse individuals through an interactive dialogue activity.

I teach an intensive three-year program consisting of a diverse student body that must move through the program in cohorts. It is imperative each cohort begin to function as a highly effective team as quickly as possible. Building connections between students is a first step to that end and can often take a lot of time or not happen at all without first creating an uplifting peer community.

I will share how I used this method and resources in my newest cohort group to build them into a high performing student group. One major lesson I learned while implementing this method is the power in giving the students a voice. I found when they help make the agreements they more closely follow them. I found that it created some positive peer pressure in the group to follow the agreements they made. After an initial period of time adjusting to the new agreements much less time was spent avoiding one another and fooling around in cliques, and more time was spent collaborating making them a more effective team. I also noticed new friendships and study partners being formed.

The methods and resources used in this session were developed by Arnd Wächter. Arnd is an award-winning filmmaker, intercultural educator and social entrepreneur. He founded the non-profit organizations Crossing Borders Education and Morocco Exchange as a creative and proactive response to 9/11.

Since 2018, the CBE peer methodology has shown its impact with a wide range of diverse institutions in three sectors (higher education, civic organizations, corporations), including: • Cisco Networking Academy ('largest classroom in the world', 3.3M enrolled students)

- Purdue University's Center for Intercultural Learning, Mentorship, Assessment and Research (Purdue was voted the most innovative university in the USA view)
- The Charter for Compassion (a global network of 3,000 non-profit organizations)
- Outrage+Optimism podcast (podcast host Christiana Figueres, Costa Rica, was the Executive Secretary of the COP18 negotiating the Paris Climate Agreement) Our methodology demonstrated effective, highly personal, and easily scalable pathways to serve participants in building communities of practice that enhance vital capacities, such as empathy, self-inquiry, wellbeing, active listening, dialogue across difference, conflict transformation, and civic engagement; all skills that can serve global programs.

References:

Crossing Borders Education: https://crossingborders.education/

Coleman, M., Gottlieb, B., & Jones, S. (2021). The role of dialogue in promoting social emotional learning in schools. Journal of Social and Emotional Learning

Topping, K., & Ehly, S. (2014). The benefits of peer dialogue in enhancing learning. Journal of Education and Learning, 3(2), 65-74.

Engaging Students Through Service Learning

Presenters: **Penny AP Kirk**, Study Skills, College of Humanities, Vincennes University

Keywords: service learning, soft skills, community

Type of Work: Teaching Practice

Presentation Format: Lightning Presentation

Abstract:

Presentation Purpose and Takeaways:

The purpose of this presentation is to inspire the consortium of creative learning and service within a classroom setting while demonstrating the value of involved service and the impact on academic success. Faculty can begin to consider ways they can incorporate service learning It is also into their courses, confident of the benefits, both to the student and the community. Notably, we instruct Gen Z students who value hands-on meaningful learning and want to merge their efforts with real-world application.

Description of the Teaching Practice and Relevance:

This presentation incorporates the idea of integrating service learning into the classroom and the benefits of engaging students outside of their typical learning experiences. Service Learning and Community Engagement (SLCE) dictates that bringing community into the classroom builds relationships and inclusivity with each other (Pasquesi 29).

Fall 2023 was the first semester service learning was integrated into the curriculum. The lessons learned from this experience in the Study Skills 103 classroom are vital for success and sustainability, but more importantly, for student learning. Study Skills 103 applies several foundational academic and study methodologies which aligned with the project. While there are often barriers to service learning within the classroom such as carving out time during the semester, the logistical aspects of student availability and resources, and potential funding (Hou 6), prioritizing the application of relevant soft skills is a valuable use of time.

Before service takes place, an integral component of discussion needs to happen that revolves around students' expectations and a societal awareness of those whom they will serve. In addition. a *post-service analysis* examining the soft skills acquired through the process needs to be facilitated. This can be accomplished using a survey and/or a class discussion. Study Skills 103 students participated in a written survey post-service. In addition, students had the opportunity for write-in responses which will be disclosed in the presentation.

By introducing a service learning project into the curriculum that benefits the community, exposes philanthropic opportunities, and teaches interpersonal skills, students can experience a holistic pedagogy of culture that develops them as well-rounded scholars. It is crucial to

incorporate practices of service that center around intellect, compassion, and practical involvement for students to attribute meaning in the learning (Pasquesi 32).

SSKL 103 partnered with the United Way of Knox County. Students chose from two group options:

(1) students called and interviewed non-profit food distributors in Knox Co. They wrote a short article that was published in the October edition of the United Way newsletter.

(2) students put together a food drive on campus in conjunction with the United Day of Caring. Students created a flyer and distributed boxes throughout campus. Once the drive was over, they retrieved the boxes, which were taken to a local collection destination.

References:

Hou, Su-I. *Service Learning: Perspectives, Goals and Outcomes*. Nova Science Publishers, Inc, 2017. *EBSCOhost*, https://openurl.ebsco.com/c/oi5h73/EPDB%3Ae900xww%3A7%3A2312727/detailv2?sid=ebsco%3Aplink&id=ebsco%3Ae900xww%3A1530440&x-cgp-token=oi5h73f .

Nilson, Linda B. *Teaching at Its Best: A Research-Based Resource for College Instructors*. Jossey-Bass, 2016.

Pasquesi, Kira. "Putting the 'Community' in College and University Classrooms: Research-Based Teaching Practices in Service-Learning and Community Engagement." *New Directions for Teaching & Learning*, vol. 2020, no. 164, Winter 2020, pp. 29–37. EBSCOhost, https://doi-org.dbprox.vinu.edu/10.1002/tl.20421 .

Enhancing Teamwork by Interprofessional Simulation

Presenters: **Pamela Thomas**, Nursing, University of Southern Indiana
Katelyn Russell, Nursing, University of Southern Indiana
Sean Weir, Occupational Therapy Assistant, University of Southern Indiana
Beth Schnarr, Respiratory Therapy, University of Southern Indiana
Carly Andrews, Sim Lab-CNHP, University of Southern Indiana
Marilyn Ostendorf, Nursing, University of Southern Indiana

Keywords: Interprofessional Simulation, TeamSTEPPS, Communication, Safety

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:
The presenters have chosen not to include the abstract for publication.

Experiential Learning Online: What works?

Presenters: **Jara Dillingham**, Social Work, University of Southern Indiana

Keywords: Online Learning, Experiential Learning, Course Design, Curriculum Design

Type of Work: Teaching Practice

Presentation Format: Poster Presentation

Abstract:
Online courses have been around for years, with some disciplines being more accepting than others. In the social work field, there has been skepticism about the effectiveness of online course delivery where there is such a high level of interpersonal engagement within the profession (Forgey & Ortega-Williams, 2016). Through years of research there has been a shift in acceptance of online social work courses and programs (Blackmon, 2013), and the pandemic created opportunity for some programs to implement online courses rapidly. When looking at the design of an online course, literature supports the effectiveness of both asynchronous and synchronous online course delivery (Watts, 2016), however alignment with course learning objectives can help define which course delivery format is most ideal. This poster presentation will provide an overview of how one undergraduate social work communication course was converted to fully online using both synchronous and asynchronous components. As this course requires students to demonstrate competency in interpersonal communication skills, it was important to explore the literature on effective ways students can do this, specifically in an online course. Experiential learning is "a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values" (Association for Experiential Education, n.d.). There is an enormous amount of research on experiential learning with much of the research being grounded in David Kolb's (2014) work. When designing this fully online course, it was important to create learning activities that would allow students to experience and observe techniques, but also have ample opportunity to practice, reflect, obtain feedback, and apply new skills. With these concepts in mind, this approach allowed creativity in using video recordings with feedback from both peers and instructor, demonstration of skills using Zoom, as well as self-reflection to enhance skill development. Utilizing technology to create these experiential learning opportunities was important to effective course design. Reith-Hall and Montgomery (2022) conducted a systematic review of research into the teaching and learning of communication skills in social work education. While they found there is much work to be done in this area of research, they did state that "findings suggest that the teaching and learning of communication skills in social work education should provide opportunities for students to practice skills in simulated and real environments" (p. 809). This course provided these opportunities and student feedback indicated this was helpful in their confidence building and development of competency in their skills.

Presentation Purpose & Takeaways:

The purpose of this presentation is to share the course design process for an online communication course that was grounded in experiential learning to allow students effective ways of developing interviewing and interpersonal communication skills. In addition to how the course was designed, information will be shared on feedback from students and how the course evolved based off this feedback and student performance. Those participating in this presentation will be able to identify experiential learning activities in an online classroom and explore options for implementing such activities in their own courses.

Resources/references:

Association for Experiential Education. https://www.aee.org/

Blackmon, B. (2013). Social work and online education with all deliberate speed. Journal of Evidence-Based Social Work, 10(5), 509–521. https://doi.org/10.1080/15433714.2012.663672

Forgey, M. A., & Ortega-Williams, A. (2016). Effectively teaching social work practice online: Moving beyond can to how. Advances in Social Work 17(1), 59–77.

Reith-Hall, E., & Montgomery, P. (2022). The teaching and learning of communication skills in Social Work

Education. Research on Social Work Practice, 32(7), 793–813. https://doi.org/10.1177/10497315221088285

Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. Pearson Education.

Watts, L. (2016). Synchronous and asynchronous communication in distance learning: A review of the literature. *Quarterly Review of Distance Education*, *17*(1), 23-32.

Fostering Nursing Students' Advocacy and Critical Thinking Skills via In-class and Online Debates: Lessons Learned

Presenters: **Teresa Krassa**, Biobehavioral Nursing Science, University of Illinois at Chicago College of Nursing

Keywords: Nursing students, debate, Generation Z, teaching strategies

Type of Work: Teaching Practice

Presentation Format: Poster Presentation

Abstract:
The presenter has chosen not to include the abstract for publication.

Helping Students Develop a Growth Mindset Five Minutes at a Time

Presenters: **Ashley Carter**, Nursing, University of Southern Indiana
Jennifer Evans, Nursing, University of Southern Indiana
Susan Seibert, Nursing, University of Southern Indiana
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Keywords: growth mindset, teaching-learning practice, student success strategies

Type of Work: Teaching Practice

Presentation Format: Lightning Presentation

Abstract:

Description of the Teaching Practice & Relevance:

In the United States, approximately 32.9% of undergraduate students do not complete their chosen degree while up to 50% of nursing students do not graduate.[1,3] Creating opportunities for students to develop a growth mindset can aid in their academic success.[2,4] Students with a growth mindset believe they can develop their knowledge, skills, and abilities with hard work and persistence.[2,3,4] Implementing mindset training has been shown to increase growth mindset and student success. Furthermore, a growth mindset may decrease a student's reluctance to remediate and fear of failure.[2,4]

Presentation Purpose & Takeaways:

A series of activities were developed for new sophomore nursing students and embedded within a 16- week course. Faculty introduced '5-minute Pearls' at the start of each seminar to introduce students to the concept of growth mindset and ways to cultivate strategies for success. Topics included defining growth versus fixed mindset, neuroplasticity, and roadblocks to success as well as evidence-based strategies such as self-efficacy, positive affirmations, and positive self-talk. Each activity was paired with YouTube video clips and class discussions. The students' final activity was a one-minute self-reflection writing prompt on how they perceived their mindset, and what strategies they found most effective over the semester.

Students and faculty provided overwhelmingly positive feedback about this activity at the end of the semester. Key takeaways for **students** include:

- Students were open to learning about growth mindset.
- Students liked the short videos and relevant suggestions.
- Most students developed a growth mindset over the semester.
- Students identified strategies to practice building their resilience and they were able to practice these strategies over the semester.
- Some students were able to articulate their inner strengths and how they could build on their strengths over the semester.

- Students felt more equipped to take on challenges and uncertainty they may face as they start to care for clients in various settings.

Key takeaways for **faculty** include:

- The 5-minute pearls were easily added to the weekly seminars without crowding out other content.
- Faculty appreciated the ability to promote affective learning and tools for role socialization.

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Interactive Assignments in Social Science Research Methods Courses

Presenters: **Melissa Stacer**, Criminal Justice, University of Southern Indiana

Keywords: research methods, surveys, field observation, content analysis

Type of Work: Teaching Practice

Presentation Format: Lightning Presentation

Abstract:
Most social science disciplines, including criminal justice, sociology, psychology, and political science, require students to take a course on research methods. In my experience advising students and teaching research methods, students are often not excited to take this course – or even dread taking it (see Briggs et al., 2009; Macheski et al., 2008). However, research methods are a critical component of social science education. The results of social science research are utilized in every class we teach and help us gain a better understanding of complex human behavior. Understanding that every research method has strengths and weaknesses allows students to see nuances in reported results they read in textbooks, journal articles, and other sources. Given how important a firm grounding in research methodology is for students in the social sciences, it is imperative that they fully engage in the content of their research methods class. To accomplish this, I have students in my research methods classes act as researchers to practice various components of research methodologies. Having students actively involved in the research process can help increase student interest and understanding of research methods (Baxter & Ely, 2020; Macheski et al., 2008; Pfeffer & Rogalin, 2012). In this lightning presentation, I will discuss four assignments that I regularly use that provide the opportunity for students to be researchers and to gain research experience. The four assignments are: 1) a survey assignment in which they propose a topic, an independent variable, a dependent variable, and one other variable, and write a hypothesis, followed by writing example survey questions to measure those variables; 2) an interview assignment in which students design the study, including their research topic or statement, their population and sample size, how they will conduct the interviews, and their estimate of interview length, followed by an interview protocol that consists of a short script, any notes they might need, and an interview guide with questions; 3) a field observation assignment in which students observe a location for 50 minutes, taking in-depth field notes, then typing those notes and writing a short paper about the patterns they observed; and 4) a content analysis assignment in which students practice thematic coding by using the most recent 50 photos on their phone, grouping the photos into categories, and writing a short paper about their categories, with two photo examples per category. The goal is for other faculty teaching research methods courses to consider assignments that engage students to better increase interest in and understanding of research methods. I will provide handouts for the assignments I use so that others can use them or modify them for their own classes.

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Interprofessional Education Between Nurses and Respiratory Therapists

Presenters: **Amanda Orr**, Nursing, University of Southern Indiana

Keywords: Nursing, respiratory therapy, interprofessional education

Type of Work: Teaching Practice

Presentation Format: Poster Presentation

Abstract:
Collaboration between nurses and respiratory therapists is paramount in providing comprehensive and effective patient care (Kleib et al., 2021). These healthcare professionals bring unique skills and expertise to the table, and their collaboration ensures a holistic approach to the well-being of patients. Nurses are at the forefront of patient care, managing various aspects of treatment and monitoring the overall health of individuals. Respiratory therapists, on the other hand, specialize in the respiratory system, dealing with conditions like asthma, chronic obstructive pulmonary disease (COPD), and other respiratory disorders. The synergy between these two professions is evident in the management of patients with respiratory challenges (Kleib et al., 2021).

Teaching and Practice Relevance

This interprofessional education activity focused on bringing the respiratory therapy (R.T.) students together with nursing students to make connections and develop a collaboration between their fields. The activity brought R.T. students into the nursing pharmacology course to help educate the nursing students on the many respiratory medications that R.T. can provide. In critical situations, such as those involving respiratory distress, the collaboration between nurses and respiratory therapists becomes a lifeline. Nurses rely on the respiratory therapists' specialized knowledge to assess, diagnose, and treat respiratory issues, while respiratory therapists benefit from the holistic perspective of nurses who consider the patient's overall condition. This activity helped to show nurses how an R.T. can help with a patient in need of respiratory medications.

The activity allowed for hands on demonstration from the R.T. students regarding various respiratory medications and how they are delivered. It also focused on the type of education R.T. provides to patients about their medications. The R.T. students created stations with various respiratory medications and demonstrated to the nursing students how to administer the medications and then had the nursing students return demonstrate. Nursing students were shown various inhalers, nebulizers, spacers, and medications via a trach. The activity helped the nursing students to not only understand these medications, but also the education patients required for the patients and how an R.T. can help in their treatment.

Purpose and Takeaways

Effective communication and shared decision-making between nurses and respiratory therapists lead to streamlined care plans and better patient outcomes. This collaboration ensures that interventions are timely, well-coordinated, and aligned with the patient's individual needs (Rickards & Kitts, 2018). Ultimately, the symbiotic relationship between nurses and respiratory therapists underscores the importance of teamwork in delivering high-quality healthcare, emphasizing the value of their complementary skills in the intricate tapestry of patient well-being (Rickards & Kitts, 2018). By developing this relationship in school, can help to lead to better understanding and use of their collaboration which will lead to better patient outcomes.

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Lessons learned from the use of mastery grading in a wide range of physics and mathematics courses

Presenters: **John Sinclair**, Natural Science and Mathematics, Kentucky Wesleyan College

Kyle Besing, Natural Science and Mathematics, Kentucky Wesleyan College

Justin Trulen, Natural Science and Mathematics, Kentucky Wesleyan College

Christina Starkey, Natural Science and Mathematics, Kentucky Wesleyan College

Keywords: Grading, Mastery, Equity

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:
Alternative grading methods can produce a more equitable and student centric classroom.[1] The Mathematics and Physics programs at Kentucky Wesleyan College have made a push to use alternative grading methods to increase student educational access and equity. In this talk we will focus on the use of mastery grading principles in physics and math core and general education classes. The common framework for mastery grading used in the courses will be introduced, showing a consistent method, followed by examples of different implementations, showing the frameworks flexibility. Methods for assessing students, perception of professor efficacy, and construction of syllabi with wide ranging student expectations will be discussed. Finally specific thoughts about improved equity and student ownership of education will be considered.

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Nasogastric Tube Placement and Portable Exams; Interprofessional Teams Between Dietetic and Radiography Students

Presenters: **Beth Young**, Food and Nutrition, University of Southern Indiana

Ryan Williams, Radiologic and Imaging Sciences, University of Southern Indiana

Keywords: Interprofessional education, Nutrition and Dietetics, Radiologic Technology, Nasogastric tube

Type of Work: Teaching Practice

Presentation Format: Poster Presentation

Abstract:
Interprofessional collaboration among healthcare professionals is crucial for providing quality patient care. Interprofessional education (IPE) simulations in undergraduate health professions programs, enhance students' confidence and their understanding of the roles of the healthcare team.

Dietetics and radiography students participated in an IPE scenario where dietetic students placed nasogastric (NG) tubes into a simulation mannequin and radiography students used a portable x-ray to obtain optimal radiographs for visualization of the NG tubes. For baseline levels of knowledge on IPE and communication skills, students completed TeamSTEPPS training. Students completed an IPE pre/posttest (SPICE-R2) about their perceptions of IPE and interprofessional collaborative practice. Immediately following the IPE scenario, students participated in a debriefing that included self-reflection on the individual/ team collaboration, and application to clinical practice, through scripted questions and prompts by the authors. Students summarized the scenario, reflected on their performance, highlighted IP skills used, and summarized what knowledge was gained from this scenario.

The authors used the IPE activity to instruct on the roles and responsibilities of dietetics professionals for inserting NG tubes and administering enteral feedings. The roles and responsibilities of radiography professionals for obtaining optimal NG placement radiographs and administering contrast through the NG tubes were also taught. Students demonstrated the use of various NG tubes. Dietetic students placed either an original NG tube or a mercury-weighted feeding tube into the simulation mannequin demonstrating the proper procedure and steps. Radiography students obtained radiographs of the empty stomach of the simulation mannequin, then a barium and water solution was injected into the NG tube to allow for contrast visualization within the stomach. Students discussed the visual difference radiographically between the different types of NG tubes. Students learned about common issues with NG tube placements and complications. Students learned the importance of

obtaining a radiograph before contrast has been administered and what types of contrast should be used depending on the patient history, pathologies, and allergies.

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Nursing Informatic Competencies

Presenters: **Charlotte Connerton**, Nursing, University of Southern Indiana
Mary Doerner, Nursing, University of Southern Indiana
Uditha Wijesuriya, Mathematics, University of Southern Indiana

Keywords: informatics, competency, nursing students, perceptions

Type of Work: Scholarship of Teaching and Learning (SoTL)

Presentation Format: Poster Presentation

Abstract:
Registered nurses (RN) are increasingly dependent on health information technology which include electronic healthcare records (EHR)s, point of care devices, mobile computing devices (smartphones, tablets, etc.) and telehealth. This increased use drives the need for the RNs to be knowledgeable and competent in informatics. The University of Southern Indiana BSN Completion (RN-BSN) program revised their curriculum in 2017 to include the requirement of a Nursing Informatics course. This class was designed to be an introduction to informatics with the focus on learning and applying concepts of information management, standardized terminology and language, electronic health records, meaningful use, safety, and security, etc. In 2016, the Graduate Nursing program redesigned its Nursing Informatics class. This course focuses on conceptual foundations for understanding health care informatics. Elements addressed include healthcare computing, information management, data acquisition, and data utilization. Managing organizational change, information security, social and ethical issues in health care systems, and the effects of informatics on the practitioner and consumer are studied.

Do registered nurses completing a Nursing Informatics course attain increased informatics competencies upon completion of the course?

How does completing a nursing informatics course increase the RNs informatics competencies?

Faculty went to the literature to discover which tools were available to measure nursing informatic competencies. Instruments to measure student perception of informatics competencies include Technology Informatics Guiding Educational Reform (TIGER) based Assessment of Nursing Informatics Competencies (TANIC), Self-Assessment of Nursing Informatics Competencies Scale (SANICS), and Nursing Informatics Competency Assessment Tool (NICAT). The Self-Assessment of Informatics Competency Scale for Health Professionals (SAICS) a tool that was a revision of the SANICS tool by Yoon et al. (2015) was selected for use. Permission to use the SAICS was obtained by the author. IRB approval was also obtained.

Pretest was done at the beginning of the course and posttest done at completion. The courses ran as previously designed and with the course assignment unchanged. Both course' goals

include students having an increase in knowledge and application of informatics, yet evaluation of these goals has not been done.

Student perceived growth in their informatics competencies based on the comparison of pre- and post-test scores.

Nursing Education is in the transition towards competency-based education, the Self-Assessment of Informatics Competency Scale for Health Professionals Survey could be one method to measure competency within nursing informatics.

Reference

Yoon, S., Shaffer, J. A., & Bakken, S. (2015). Redefining a self-assessment of informatics competency scale using Mokken scaling analysis. *Journal of Interprofessional Care, 29*(6), 579-586. doi:10.3109/13561820.2015.1049340

Service Learning in Criminal Justice

Presenters: **Taylor Petty**, Criminal Justice, University of Southern Indiana
Monica O'Neil, Service Learning, University of Southern Indiana

Keywords: Service Learning, Domestic Violence, SEAD Grant, Criminal Justice

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:

Description of Teaching Practice and Relevance: During the Fall 2023 semester, I incorporated service learning as a course objective for my Violence Against Women course (CRIM 403). Service Learning is a teaching and learning strategy that combines meaningful community service with class instruction and reflection (National Service Learning Clearinghouse/ National Youth Leadership Council). The purpose of service learning is to enrich student learning by teaching civic responsibility through connections to course content. There are several benefits to service learning, including providing opportunities to apply course content to community needs, increase awareness of resources in the community for populations in need, and strengthen connections between the university and local community. With funding from a Community-Engaged Alliance grant, my class was able to organize and host a roundtable on domestic violence in our community. Panelists included representatives from local DV organizations, a DV nurse, and an EVPD detective. Students were responsible for all parts of this roundtable: room reservations, catering orders, communicating with and coordinating with panelists, and advertising for the event. Additionally, smaller groups of students completed individual service-learning projects for each of the DV organizations that participated in the roundtable. Students completed these smaller service-learning projects throughout the semester, submitted a report detailing their contributions and reflections, and then presented their project as a group.

Presentation Purpose and Takeaways: The purpose of this presentation is to describe the process of service learning at our institution, present assignment descriptions and rubrics, and provide reflections on student work as well as the service-learning process in general. Participants will learn more about service learning, the benefits of utilizing service learning in their classes, and are encouraged to provide feedback on the assignment descriptions and rubrics.

Should we continue to offer HyFlex format? Preliminary results and observations from an ongoing survey-based research study

Presenters: **Nicole Becklinger**, Engineering, University of Southern Indiana

Keywords: course format, HyFlex, student perception survey, teaching methods

Type of Work: Scholarship of Teaching and Learning (SoTL)

Presentation Format: Standard Presentation

Abstract:
During the Covid-19 pandemic, instructors had to quickly adapt to online, hybrid, and HyFlex models of instruction. This research project began with the observation that the greater flexibility adopted because of the pandemic also helped resolve other barriers to class attendance such as work responsibilities, family responsibilities, transportation logistics, and non-Covid illnesses. Having flexible attendance options seemed particularly important for groups of students who have traditionally faced additional challenges to achieving academic success such as student parents, students with disabilities or chronic illness, student athletes, and nontraditional students balancing work and academic responsibilities. It was also observed that many students were using lecture videos as study aids. A survey-based study was developed to track utilization of each format and student perceptions of the potential benefits of retaining HyFlex course format over time. Students in three engineering courses and two manufacturing technology courses across multiple semesters that used a HyFlex format were eligible to take the survey. For these courses students could choose on a day-to-day basis whether to attend class in person or synchronously online via Zoom. The lectures were also recorded and uploaded to Blackboard for students who could not attend synchronously and to use as a study aid. The survey asks students how often they utilize each of the three formats, their level of agreement with a series of statements related to potential benefits and disadvantages of HyFlex format, a free-response section to list additional advantages and drawbacks, and demographic questions. Preliminary results from Spring 2022 through Fall 2023 indicate that most students use all three available formats at least once during the semester. Student perceptions of HyFlex course format are positive overall, yet students are also able to recognize that HyFlex format requires a higher level of student responsibility and is not applicable for all courses. While this research is ongoing, the preliminary results highlight some of the ways students, especially those with barriers to academic success, might benefit from the continuation of HyFlex course format.

TiLT Your Class for Student Success

Presenters: **Brian Crose**, Online Learning, University of Southern Indiana

Keywords: Instructions, Student Success, Diverse Learners, Meeting Needs

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:
Transparency in Learning and Teaching (TiLT) is a teaching method that provides transparency in the learning process by making sure students know how they will learn and why they will learn material in your course. This is especially important for first generation students and students who have been historically marginalized, along with adult learners. Students are more successful when the TiLT method is applied to the course design process and the greatest increase in student success occurs with underrepresented students resulting in a more equitable learning environment. This method allows you, the faculty member, to spend more time assisting students with understanding the course content and not answering questions on what is expected for an assignment or assessment. The philosophy behind TiLT will be shared, what studies have indicated when TiLT is used, examples of assignments with TiLT applied, and techniques to TiLT your own class will be shared in this session providing an overview of this design method. The TiLT method is applicable to any modality of teaching and can be used across all disciplines and all levels of learning.

Using Collaborative Assessment to Support Individual Learning

Presenters: **Kelly Sparks**, Teacher Education, University of Southern Indiana
Rebecca Sparks-Thissen, Biology, University of Southern Indiana

Keywords: Assessment, Cooperative assessment

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:
As most STEM education is based on learning progressions, long-term retention of basic information is essential when advancing to higher level coursework. Although there are many advantages to using assessments in any subject area, they are used mainly for measuring student achievement and informing both instructors and students. While evaluation of learning is an essential component of all coursework, there are several drawbacks to the traditional, individual testing scenario, including a delay in feedback. When students receive their test scores in proceeding classes they are less likely to learn from their mistakes and retain information (Bremert et al.,2020). Collaborative assessment is a strategy that serves not only as a measurement tool, but a learning tool as well. This constructivist theoretical design is useful in giving students opportunities to discuss and collaborate with their peers of varying perspectives and experiences (Siegel et al., 2015).

In this presentation, we will discuss collaborative assessment as a way to improve students' understanding and retention of key concepts in the classroom. One main takeaway from this session will be a discussion of the overall dynamics of collaborative assessment including timing, group arrangements, and scoring rubrics.

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