

2021 SCHOLARSHIP OF PEDAGOGY SYMPOSIUM


On behalf of the Associated Colleges of the Chicago Area, North Central College is delighted to host the 2021 Scholarship of Pedagogy Symposium. This annual event is designed to bring faculty together across disciplines and institutions for a dynamic exchange of innovative pedagogical strategies. The variety of presentation formats create multiple opportunities for faculty to engage in energizing conversations and to learn from a showcase of Scholarship of Teaching and Learning (SoTL) projects. We applaud your passion for teaching and interest in deepening student learning by embracing evidence-informed practices.


DATE	Saturday, November 6, 2021, 8:30 a.m. to 1:30 p.m. Offsite Post-Symposium Opportunity 2:00 p.m. to 3:30 p.m.
LOCATION	Dr. Myron Wentz Science Center, North Central College, 131 S Loomis St, Naperville, IL
CONTACT	Stephen Maynard Caliendo, Dean of the College of Arts and Sciences, North Central College (smcaliendo@noctrl.edu)
COST	Free; Lunch included

TIME PLACE	EVENT
8:30 - 8:45 A.M. Judy G. Stevenson Hall	Registration/Check-in
8:45 - 9:00 A.M. Judy G. Stevenson Hall	Welcoming Remarks Stephen Maynard Caliendo, Dean of the College of Arts and Sciences, North Central College

We wish to extend a special thank you to our colleagues who participated in the review of the ACCA proposal submissions: Yadong Ji, Kathleen King, Jon Mueller, & Mary Beth Ressler and those colleagues that served as room monitors: Nicole Rivera & Manilyn Gumapas.

TIME	EVENT & PLACE	
<p>9:05 – 9:50 A.M.</p>	<p>SoTL Showcase Panels that feature the scholarly exploration of teaching and learning from diverse disciplinary perspectives. Abstracts included at the end of this program.</p> <p>Room 101</p> <ul style="list-style-type: none"> • Goal-setting as a Performance Motivator: Examining the Effect of Loss Aversion Caleb Lewis & Sudipta Roy • Balancing Learning with Mental Health in an Innovative Curricular Approach Matthew Smith, Sara Scholtes, Mickey Shah, Nicole Bettin, & Martha Cammarata <p>Room 104</p> <ul style="list-style-type: none"> • Implementing a spaced retrieval practice intervention to improve students' study skills Heather Mangelsdorf • Hand Therapy Education in Academic Programs Maud Makoni • Examining Deep Mapping Project as Pedagogical Tool to Improve Qualitative Research Skills Charles Corwin <p>Stevenson Hall</p> <ul style="list-style-type: none"> • Motivation Components Affecting Success in Introductory College Biology William Martin • What We Say When We Talk About Teaching: Creating Welcoming Spaces for Student Keegan Lannon & Christine Wilson 	
<p>9:50 - 10:00 A.M.</p>	<p>Break/Pass Time</p>	
<p>10:00 - 10:50 A.M.</p>	<p>Technology Toolbox Room 101</p> <p>Interactive sessions that spotlight how to use a technology tool to enhance teaching and learning. Participate by bringing a device and joining one of the featured assortments of ten-minute demos, with time at the end for one-on-one trouble-shooting.</p> <ul style="list-style-type: none"> • 10:00-10:10 Desmos with Meghan Sleezer, Concordia University • 10:10-10:20 Online Polling with Martha Cammarata, North Central College • 10:20-10:30 Adobe Spark Video with Christopher Wells, Aurora University • 10:30-10:40 Infiniscope, Perusall, & h5p with Stephanie Whitus, Chetna Patel, & Pam Wicks, Aurora University • 10:40-10:50 Q & A/ Troubleshooting 	<p>Pandemic Postscript Room 104</p> <p>This session is designed to open a dialogue about how we attempted to meet the many challenges, the insights we gained, and the lessons we carry forward.</p> <ul style="list-style-type: none"> • 10:00-10:10 Lessons learned from designing and performing laboratory courses on Zoom with Ami Johanson, Chetna Patel, Kyle McElhoney, & Juan C. Santana, Aurora University • 10:10-10:20 Grounding and self-calming strategies with Denise Purvis, Judson University • 10:20-10:30 CEL in the times of COVID with Elena Garcia-Martin, North Central College • 10:30-10:40 Student-centered strategies in the age of anxiety with Don Phelps, Aurora University • 10:40-10:50 Open discussion

<p>10:50 - 11:00 A.M.</p>	<p>Break/Pass Time</p>
<p>TIME PLACE EVENT</p>	
<p>11:00 - 11:45 A.M. Judy G. Stevenson Hall</p>	<p>BEARING WITNESS AS AN ACT OF LOVE, RESISTANCE, AND HEALING</p> <p>Virtual Keynote Speaker: Dr. Mays Imad</p> <p>In this interactive session, we will consider the notion of psychological trauma—why it happens and how it impacts our body and brain. We will examine the connections between stress and trauma and how stress can become traumatic when not managed. We will examine the neuroscience of traumatic stress and its impact on our ability to engage, connect, and learn. We will reflect on the questions of how we will welcome our students and colleagues to our institutions and classrooms this fall and beyond? What can we, educators, possibly do to help attend to their mental health and ameliorate their exhaustion and distress, while at the same time, intentionally engaging in self-care? We will consider the imperative of self-care while caring for others. Last, we will examine the principles, notable misconceptions, and practical examples of trauma-informed care, and reflect on the connections between trauma-informed education, healing, and restorative justice.</p> 
<p>Mays Imad received her undergraduate training from the University of Michigan–Dearborn where she studied philosophy. She received her doctoral degree in Cellular & Clinical Neurobiology from Wayne State University School of Medicine in Detroit, Michigan. She then completed a National Institute of Health-Funded postdoctoral fellowship at the University of Arizona in the Department of Neuroscience. She joined the department of life & physical sciences at Pima Community College in Tucson, Arizona as an adjunct faculty member in 2009 and later as a full-time faculty member in 2013. During her tenure at Pima, she taught Physiology, Pathophysiology, Genetics, Biotechnology, and Biomedical ethics. She also founded Pima’s Teaching and Learning Center (TLC).</p> <p>Mays is a Gardner Institute Fellow and an AAC&U Senior Fellow within the Office of Undergraduate STEM Education. Dr. Imad’s research focuses on stress, self-awareness, advocacy, and classroom community, and how these impact student learning and success. Through her teaching and research she seeks to provide her students with transformative opportunities that are grounded in the aesthetics of learning, truth-seeking, justice, and self-realization.</p> <p>Outside of the classroom, Dr. Imad works with faculty members across disciplines at her own institution and across the country to promote inclusive, equitable, and contextual education—all rooted in the latest research on the neurobiology of learning. A nationally-recognized expert on trauma-informed teaching and learning, she passionately advocates for institutions to make mental health a top priority and to systematically support the education of the whole student.</p>	

TIME	EVENT
11:45 A.M.- 12:15 P.M.	<p>Lunch Break</p> <p>Individually boxed lunches are available in the lobby of Judy G. Stevenson Hall. Please take one box and eat at a space of your choice.</p>
TIME PLACE	EVENT
<p>12:15 – 1:10 P.M. Lobby of Judy G. Stevenson Hall</p>	<p>Great Ideas for Teaching Students (GIFTS)</p> <p>Fast-paced session with presenters that share one innovative approach, inspiring idea, creative strategy, or insight about a common challenge that can be implemented across many disciplines. Participate by listening attentively to this whirlwind exchange of ideas and receive the full set of handouts by email.</p> <ul style="list-style-type: none"> • The Rolling Stones gather associations: An application exercise using music David Bennett • Community of Practice: Culturally Responsive Teaching Michael Cherry & Maja Grgurovic • Leave the Grading Stack in your Office: In-Person, Face-to-face Assessment of Student Writing Patrick Dunn • Current Events as an Educational & Engagement Tool Hannah Klein • Mission-driven Pedagogy Luis Nunez & John Loritsch • Using Interteaching as an Instructional Method in College Classrooms Karen O'Connor, Sara Baillie Gorman & Brandon Perez • Why Should we Reconstruct the Idea of Cybersecurity? Jessica Soto
<p>1:10 – 1:30 P.M. Judy G. Stevenson Hall</p>	<p>Concluding Remarks</p> <p>Manilyn Gumapas, Graduate Assistant, North Central College and Stephen Maynard Caliendo, Dean of the College of Arts and Sciences, North Central College</p> <p>Raffle – <i>Must be present to win</i> (Raffle items listed below)</p> <div style="display: flex; align-items: center;">  <p>Please scan this QR code for a brief survey to provide feedback.</p> </div>
<p>1:30 P.M.</p>	<p>End of Symposium</p>
<p>1:30 – 2:00 P.M.</p>	<p>Networking/Break before post-symposium opportunity</p>
<p style="text-align: center;">This symposium is made possible thanks to the support of Christine Drover & Wendy Rose.</p>	

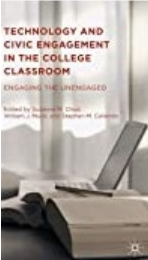
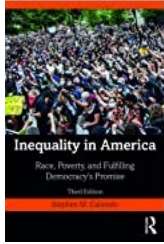

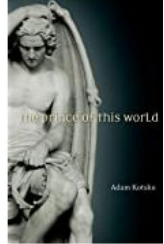

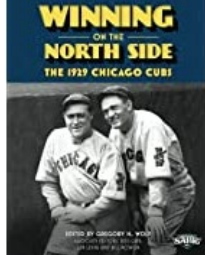
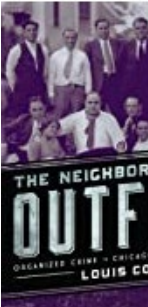
TIME PLACE POST-SYMPIOSIUM OPPORTUNITY

2:00 – 3:30 P.M.
 Judy G. Stevenson Hall

Virtual Event – *Broadening Participation in STEM: Interventions inside and outside the classroom*

This session is open to all who are interested in Peer-led Team Learning and understanding more about NSF-funded Louis Stokes Alliances for Minority Participation (LSAMP Alliances). During this virtual session, we will have a keynote address by Dr. Milka Montes, Associate Professor and Department Chair of the Chemistry Department at The University of Texas Permian Basin. Dr. Montes will discuss her peer-led team Learning (PLTL) program and how it intersects with LSAMP Alliance programming.

RAFFLE ITEMS

	<p><i>Technology and Civic Engagement in the College Classroom: Engaging the Unengaged</i></p> <p>By Stephen M. Caliendo, Suzanne Chod</p>	 <p><i>Inequality in America: Race, Poverty, and Fulfilling Democracy's Promise</i></p> <p>By Stephen M. Caliendo</p>
	<p><i>The World of Juliette Kinzie: Chicago before the Fire</i></p> <p>By Ann Durkin Keating</p>	 <p><i>The Prince of This World</i></p> <p>By Adam Kotsko</p>
	<p><i>The Routledge Companion to Race and Ethnicity</i></p> <p>Edited by Stephen M. Caliendo</p>	 <p><i>Winning on the North Side: The 1929 Chicago Cubs</i></p> <p>By Gregory H. Wolf</p>
	<p><i>The Neighborhood Outfit: Organized Crime in Chicago Heights</i></p> <p>By Louis Corsino</p>	<p><i>Must be present to win!</i></p>

SoTL ABSTRACTS

Goal-setting as a Performance Motivator: Examining the Effect of Loss Aversion

Caleb Lewis ♦ Aurora University & Sudipta Roy ♦ University of St. Francis

Empirical studies in higher education have found that goal-setting is an effective motivator for student performance. Loss aversion had the same effect as a post-performance award on school children, for both financial and non-financial incentives. We conduct a goal-setting experiment to investigate whether grade loss aversion motivates university students more than traditional goal-setting. We find that either type of goal-setting positively impacts students' performance. Grade lost has a numerically greater, but not statistically different, effect on student performance compared to grade earned. Goal-setting is a low-cost, easily implementable, and scalable intervention that can complement other institutional initiatives aimed at student success. We hope our findings will encourage more faculty to experiment with goal-setting in their classes.

Balancing Learning with Mental Health in an Innovative Curricular Approach

Matthew Smith, Sara Scholtes, Mickey Shah, Nicole Bettin, & Martha Cammarata ♦ North Central College

Developing curriculum for a new Doctor of Physical Therapy program has provided the presenters with the opportunity to address issues facing physical therapy education. Recognition of increased mental health concerns, rising costs, varied learner needs, and technology advancements led to the development of a semi-self-paced curriculum integrating movement science and liberal arts principles. This model is designed to allow flexible and personalized learning to moderate learner stress and mental health concerns. Core features of this model are delivery of foundational content in a self-paced online environment, an assessment structure with frequent feedback to learners, and integration of Pass/No Pass grading.

Implementing a spaced retrieval practice intervention to improve students' study skills

Heather Mangelsdorf ♦ Elmhurst University & Kathryn O'Toole ♦ North Park University

Past research has established the effectiveness of spacing and retrieval practice for enhancing learning, but most undergraduates do not use these study strategies. To teach students to apply spaced retrieval practice, we developed a scaffolded assignment including video lessons, reflection, and three study sessions leading up to an exam. Students across four courses were randomly assigned to complete this intervention before their second or third exam. In addition to examining short- and long-term effects of the intervention on academic performance, we will be investigating potential moderators, including prior study strategy usage, growth mindset, metacognitive awareness, motivation, GPA, and demographic variables.

Hand Therapy Education in Academic Programs

Maud Makoni ♦ North Central College

A gap in knowledge, skill sets, and experience exist between certified hand therapists and the next generation of occupational therapy practitioners (Short et al., 2018). There is a lack of pathways for these new graduates to enter the specialty. This project aims to create a standardized upper extremity Level II Field Work Manual utilizing the vast amount of information that is already available. This product will include recommendations from students who have been through Level II hand therapy fieldwork. The expectations of the future Level II students will also be incorporated. Short et al. (2018) established fieldwork supervisor expectations, some of which are the foundations of this project. The current project will be in the form of a website. A Web 2.0 learning platform would make learning accessible to a variety of students. The goal is to accommodate the 21st-century occupational therapy student learning needs in the light of a pandemic and minimize the impact of disruptions for the fieldwork experience.

SoTL ABSTRACTS

Examining Deep Mapping Project as Pedagogical Tool to Improve Qualitative Research Skills Charles Corwin ♦ North Central College

The Deep Mapping North Central project primarily seeks to connect students to place, while simultaneously improving students' qualitative research skills. My intention is to assess students' feelings of belonging, qualitative research skills, and understanding of sociological concepts by analyzing student surveys before and after completing the deep mapping project in my introduction to sociology class underway this semester. In focusing a class project on the analysis of place, the students are able to simultaneously garner greater knowledge of and connection to the institution and build qualitative research skills vital to future studies and careers in social science disciplines.

Motivation Components Affecting Success in Introductory College Biology William Martin ♦ Aurora University

Student motivation, metacognition, engagement, and demographics are strong predictors of academic success in the undergraduate biology classroom. Implementation of diverse active learning strategies results in increased student engagement and improved student performance. Instructors direct and engage students in behaviors aimed to promote self-reflection and self-efficacy towards academic success yet see varying follow-through from students. This research study assessed motivation in students in two separate but parallel, introductory biology courses required for majors. Students in one course, with traditionally high attrition and serving students from diverse majors, were compared to students in a second with low historical attrition and serving a single pre-professional program at a single upper Midwestern HSI. Students in both courses were evaluated in one semester with the Academic Motivation Scale (AMS) for self-perception of motivation and portions of the Intrinsic Motivation Inventory for evaluation of autonomy, perceived competency, and value/usefulness regarding biology. A follow-up, smaller study utilized the Motivated Strategies in Learning Questionnaire in addition to the previously mentioned instruments. Likert scale measures of motivation were compared across courses, demographics, and to final course grades or attrition. Analysis of categorical data using decision trees and random forests characterized factors of motivation and demographics to predict student success. Demographics of previous achievement, declared major, AMS Intrinsic Experience, and AMS External Regulation contributed significantly in 70% or more of trees in the bootstrap, random forest analysis. Adding transparency to factors contributing to student academic success provides opportunities for pedagogy adjustments.

What We Say When We Talk About Teaching: Creating Welcoming Spaces for Student Keegan Lannon & Christine Wilson ♦ North Central College

After the North Central College campus climate survey, it was clear that more of an effort could be made to help our students feel welcome, both in the classroom and the college community more broadly, especially the students from marginalized communities. While there are a range of institutional changes that can and should be made to address this issue, this workshop looks more at the primary point of contact for the students: their instructors. In Dr Kevin Gannon's teaching manifesto, *Radical Hope*, he asks a question: what are we telling our students? Beyond just the verbal pronouncements we make during class, Gannon's question asks us to reflect on what our actions might say to students. While it's unlikely that an instructor might say aloud to a room of students that one or many of them are not welcome, our actions might carry that exact message. How, then, might instructors "tell" the students that this is an active and engaged learning courses? How might we demonstrate the empathy at the core of our pedagogies?

This workshop will examine some opportunities to set the tone for your course, from low-stakes ways to begin the semester to more trauma-informed pedagogies in an effort to create a safe and supportive learning environment.