

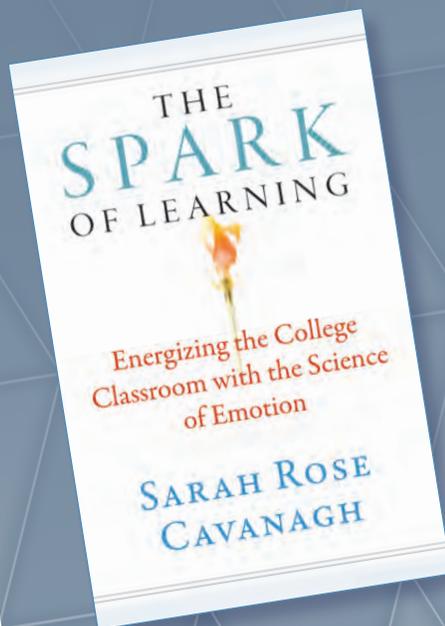


EAST TENNESSEE STATE
UNIVERSITY

ETSU CONFERENCE FOR HIGH-IMPACT INSTRUCTIONAL PRACTICES

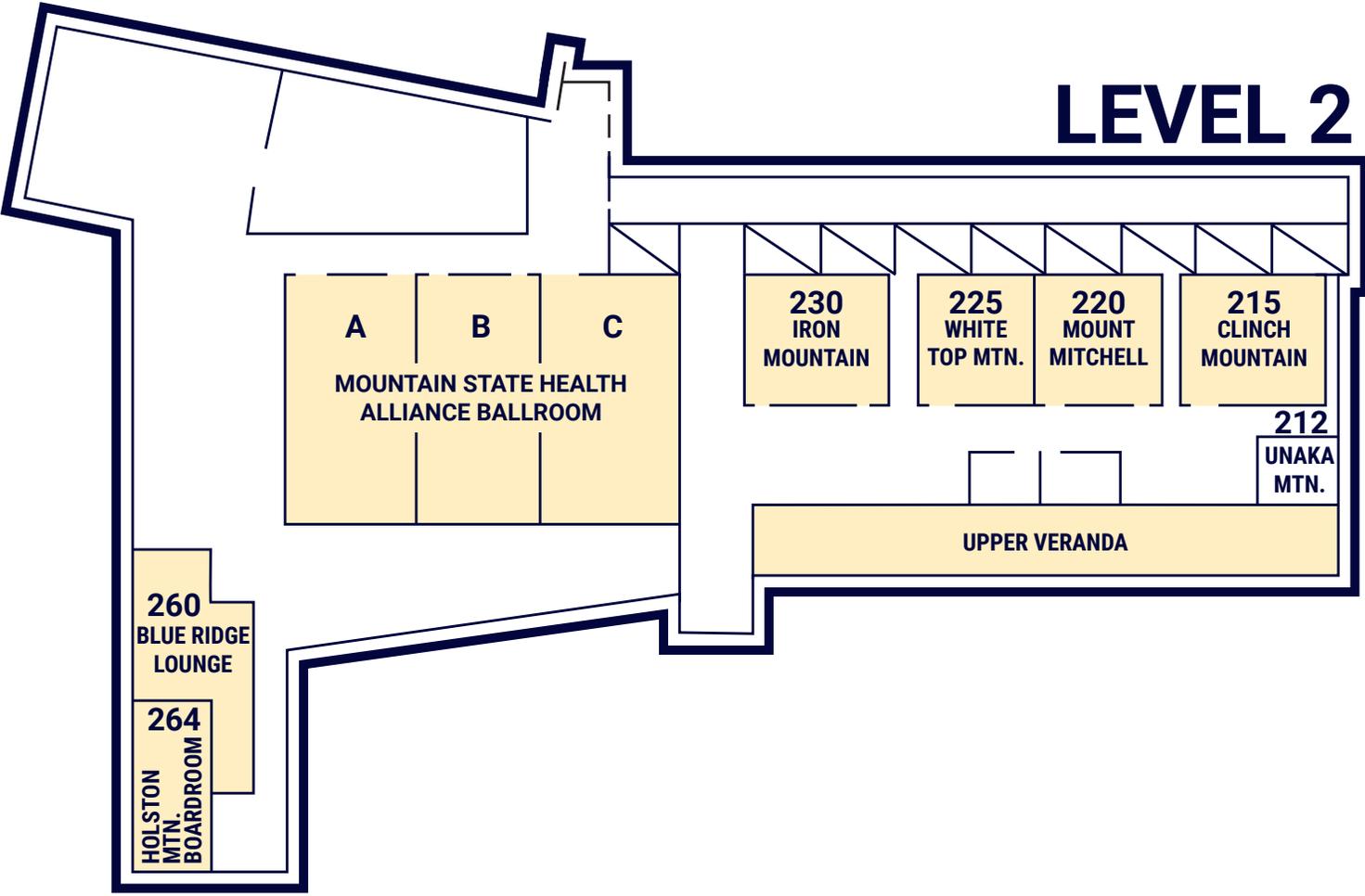
Tuesday, August 6, 2019

The Millennium Center



Igniting the
Spark of Learning

**THIS ACTIVITY IS FUNDED
BY EAST TENNESSEE STATE UNIVERSITY'S
CENTER FOR TEACHING EXCELLENCE**



ETSU CONFERENCE FOR HIGH-IMPACT INSTRUCTIONAL PRACTICES

Tuesday, August 6, 2019
Millennium Center

PROGRAM AT A GLANCE

CONFERENCE ORGANIZERS

Dr. Alison Barton

Associate Professor,
Educational Foundations and
Special Education

Dr. Patrick Brown

Associate Professor, Health
Sciences

Dr. Colin Chesley

Associate Vice President,
College of Health and Public
Services, Daytona State College

Dr. Susan Epps

Professor, Educational
Leadership and Policy Analysis

Dr. Amy Johnson

Director, Center for
Teaching Excellence

Mr. Jeremy Mobley

Coordinator, Center for
Teaching Excellence

Dr. Josh Reid

Assistant Professor,
Literature and Language

Dr. Craig Wassinger

Associate Professor,
Physical Therapy

8:30 - 9:00 a.m.

Check-in and light breakfast

9:00 - 10:00 a.m.

Keynote, *The Spark of Learning: Energizing the College
Classroom with the Science of Emotion*

10:15 - 11:15 a.m.

Concurrent Session I

11:30 a.m. - 12:30 p.m.

Concurrent Session II

12:30 - 1:15 p.m.

Lunch

1:15 - 2:15 p.m.

Concurrent Session III

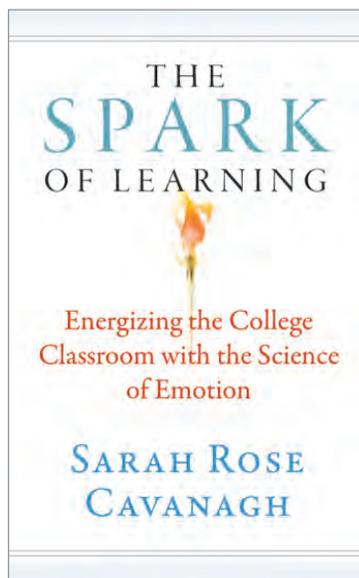
2:30 - 4:30 p.m.

Workshop with Dr. Sarah Rose Cavanagh, *The Common
Denominator of High-Impact Practices:
Creating Community*

KEYNOTE SPEAKER



Sarah Rose Cavanagh is a psychologist, professor, and Associate Director of the D'Amour Center for Teaching Excellence at Assumption College. Her research considers whether the strategies people choose to regulate their emotions and the degree to which they successfully accomplish this regulation can predict trajectories of psychological functioning over time. Her most recent research project, funded by the Davis Educational Foundation, focuses on whether giving students tools from emotion regulation at the start of class can improve their same-day and semester-long learning. Sarah's first book, *The Spark of Learning: Energizing the College Classroom with the Science of Emotion*, was published in 2016. Her second book, *HIVEMIND: The Power and Perils of Our Collective Social Selves*, will be published by Grand Central Publishing in 2019. She gives keynote addresses and workshops at a variety of colleges and regional conferences, blogs for Psychology Today, and writes essays for The Chronicle of Higher Education. She's also on Twitter too much, at @SaRoseCav.



PROGRAM

8:30 – 9:00 a.m. Conference Registration and Check-In

Millennium Center, 2nd Floor

9:00 – 10:00 a.m. Keynote Address

**The Spark of Learning:
Energizing the College Classroom with the Science of Emotion**

Dr. Sarah Rose Cavanagh

Ballroom C

Traditional views of education assume that reason should reign over emotion, and that the classroom should be a quiet, dispassionate space where students and instructors impartially engage with facts, figures, and theories. However, the field of education is beginning to awaken to the power of emotions to capture attention, mobilize efforts, and enhance memory. In this interactive lecture, Cavanagh will bring to bear a wide range of evidence from the study of education, psychology, and neuroscience to suggest that targeting emotions in your presentation style, course design, and assignments is a highly potent teaching strategy.

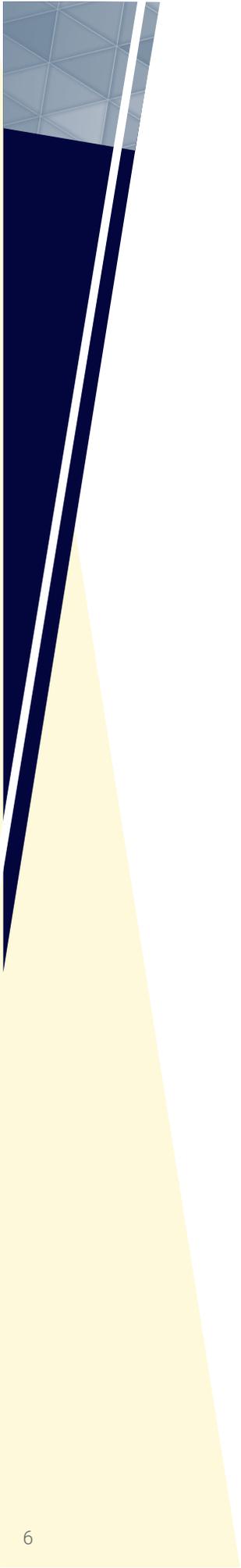
10:15 – 11:15 a.m. Concurrent Session I

Beyond Compliance: Authentic and Engaged Online Teaching and Learning

Dr. Jill Channing, East Tennessee State University

Room 215

In this time of human disconnect brought on by technological advances and cultural changes involving communication, educators sometimes struggle to create communities of engaged learners in the online environment. Davis, Sumara, Luce-Kapler (2008) wrote, “teaching is not about replication but about creating something new through moments of connection and reconnecting with one another, with the past, and with the environment” (p. 13). We will discuss, strategize, and develop plans to create online courses that move beyond asking students to “comply” with evaluation criteria or to repeat information found in instructional materials. During this session, participants will develop course, assignment, and/or lesson plans, focusing on ways to increase instructor presence as well as active, engaged, and authentic teaching and learning via projects, student-to-student interactions, and faculty-student interactions.



Increasing Students' Emotional Investment via Project-Based Learning

*Dr. Melanie Richards, Dr. Susan Waters, and Dr. Chase Mitchell,
East Tennessee State University
Room 220*

Dr. Richards has developed a learning model (Richards & Marshall, 2019) based on Kolb's Experiential Learning Theory called the Applied Marketing & Media Education Norm (AMEN). In this session, we discuss one of the main elements of AMEN, project-based learning, and how this has been applied successfully to benefit students, faculty, the university, and the community while increasing students' emotional investment in their learning. Dr. Mitchell's Multimedia Production course is designed to increase students' knowledge of industry landscapes and build technological competencies. His final assignment diverges from an outward-focus and instead asks students to produce a short video that addresses the prompt, "What is my metaphor?" It draws on concepts of self and leverages student emotional responses. Finally, Dr. Waters will explain how to integrate experiential, project-based learning into any classroom. Students collaborate with community partners to create a productive, emotional symbiosis (Waters & Anderson-Lain, 2014; Waters & Cemore-Brigden, 2013).

Engaging Your Students by Being a Good Host

*Dr. Alison L. Barton, East Tennessee State University
Room 225*

In "The Art of Gathering," Priya Parker describes ways that any gathering can become more focused, meaningful, and successfully goal-driven. Our class times are no exception. In this session, we will explore, among other things, how to define the purpose for our class meetings, how to avoid being a "chill" host, how to use rules to our (and our students') advantage, and how to prime your students in the pregame. If you elect to come to this session, please arrive on time and bring: your personal stories of engagement, your avid curiosity, your passion for teaching, your creative mind, and your watch. You'll need it.

Becoming a Relatable Faculty Ally through Story

Dr. Wendy Doucette, East Tennessee State University
Room 230

During this session, participants will reflect on the pivotal points in their own educational process and select moments of clarity or misunderstanding which shaped the course of their academic or professional career. Whether positive or negative, these teachable moments made us who we are, and remain relevant to understanding how and what we teach.

As a group, we will share some of our personal stories and discuss how to incorporate them into specific courses, how they demonstrate empathy in a relatable way, and what we hope to evoke in our students through this exchange. The handout for this session will serve as a template for participants to refer to, and build upon.

This presentation relates directly to the conference theme of validating emotion as an intrinsic component of the educational process and specifically, to the concept of self-disclosure in Chapter 3 of Dr. Cavanagh's book, *The Spark of Learning*.

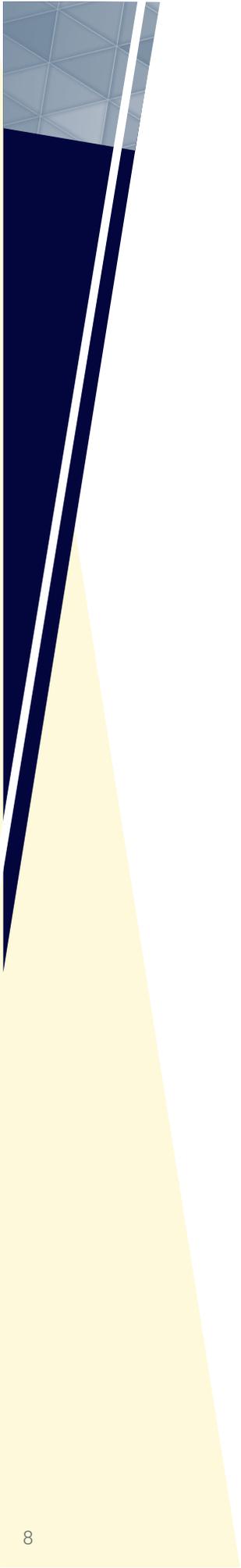
**11:30 a.m. –
12:30 p.m.**

Concurrent Session II

Sparking Learning with Labs in Non-Science Courses

Dr. Susan B. Epps, East Tennessee State University
Room 215

In their book, *Teaching Naked Techniques*, Jose Bowen and C. Edward Watson suggest that “just calling your classroom a lab or studio will signal that you want your students to be more collaborative, self-directed, self-motivated, and intellectually ambitious.” So labs aren't just for science courses! Join in the discussion on how you could incorporate a lab component to your classes in order to encourage and improve student engagement.



Using Audience Response via Poll Everywhere to Drive Critical Thinking Skills in a Large Classroom Environment

*Dr. David W. Stewart, Mr. Anthony Kiech, and Ms. Kellie Abbott,
East Tennessee State University
Room 220*

Much debate has ensued about the utilization of traditional lectures. For the opponents of traditional lecture formats, much information exists about techniques to encourage an active approach to utilization of class time. Active learning includes many specific approaches and techniques, but the ultimate goal is similar, to engage students in an active fashion versus a passive one-way approach to disseminating information. Dr. Stewart, Mr. Kiech, and Ms. Abbott will present first-hand experience in using the audience response system Poll Everywhere, not just to have fun, but to engage students in meaningful, critical discussions. The importance of using an approach that promotes an emotional connection with the material will be emphasized. A key focus will be the students' discussion and defense versus correctness of facts. Regardless of the size of the class or the type of learner, ARS using Poll Everywhere, if deployed effectively, can result in meaningful student engagement.

Universal Course Design for All

*Mr. Phil Smith, East Tennessee State University
Room 225*

Students at ETSU come from diverse backgrounds and have a wide variety of learning needs and preferences. How can you ensure your courses are open, engaging, and accessible for all? Universal Design for Learning (UDL) is a framework for designing teaching and learning environments that are adaptable and flexible for all learners. This workshop will introduce the main concepts of UDL and invite participants to consider multiple ways to design outcomes, learning activities, and assessments that are accessible and engaging for all students.

Interconnecting Academics and Co-Curricular Activities for a Successful First-Year Experience Program

*Dr. Ronda K. Gentry and Dr. Michael J. Bodary, Tusculum University
Room 230*

How do you create a FYE course which relies on the interconnectedness of academics and co-curricular activities? And, why is this interconnectedness important for the success of students? These are the questions that are at the center of Tusculum University's recent redesign of its FYE program. The new structure of the course addresses three overarching themes: college expectations, civic engagement, and keys to future success. Complimenting these themes taught through the course meetings is a large assignment, which is co-curricular in nature. This assignment, called Orientation Bingo, allows students to choose from a series of activities designed to help them better understand the campus and form connections and develop skills that will help them succeed both inside and out of the classroom.

12:30 – 1:15 p.m.

Lunch

Ballroom C

1:15 – 2:15 p.m.

Concurrent Session III

Let's Get Fired Up: Using Generous Authority to Create Singular Classroom Experiences and Energized Students

Kelsey Trom, Tusculum University

Room 215

Experience the techniques of successful facilitators and performance artists. Consider how the measures by which we gauge other gatherings should be used in classrooms to create student buy-in and anticipation of class meetings as singular events in which students develop high aspirations for their own work.

In this assembly, participants will use the facilitating techniques recommended by Priya Parker, Thrive Labs founder, in *The Art of Gathering*. We will reference organizational scholars who aim to foster civility; ensure gender, racial, and socioeconomic parity; and create safe spaces for dialogue. We think these techniques and goals—managing student and teacher emotional reactions to class material and social dynamics—are the essential conditions for motivated learning. By planning class meetings as if designing interactive performance pieces, hosting dinner parties, or negotiating mergers, teachers can improve classroom focus, emotional safety, student interconnectedness, and intellectual outcomes. As Parker writes, “How we gather matters.”

Professor Presence in the Online Environment

Dr. Kelly Price, East Tennessee State University and Dr. Julia Price, Carson Newman University

Room 220

Research shows a higher degree of faculty engagement positively influences student satisfaction and retention in the online learning environment (Shea, Pickett, & Pelz, 2003) and that engagement is a key predictor of student success (Kuh, 2005). While mechanical methods to engage students in an online course exist, such as organization of modules and location of information, professors themselves must be present within the course as a determinant of student success. It has been found that a strong professor presence in the online environment leads to higher perceived knowledge gain and student-professor relationship satisfaction (Song, Kim, & Park, 2019). The purpose of this session is to explore the idea of professor presence, why it is crucial for students within the online environment, ways to integrate professor presence in a course, and to provide practical application of methods in which professor presence may be integrated within an online course.

Games and Roleplaying in the Classroom

*Lydia C. Gwyn and Jonathan Wilson, East Tennessee State University
Room 225*

The Library Ambassador Program hires approximately 20 undergraduate students each fall and provides them with two semesters of information literacy and research skills instruction before deploying them across campus to help students with their research. As part of their training, instructors use various game-play strategies in the classroom including: a card game designed to teach players about databases and how they function, a card game intended to teach players how to evaluate sources of information, and a roleplaying activity meant to prepare ambassadors for experiences in helping students. Many emotions are involved in the action of gameplay such as competitiveness, satisfaction, and excitement. The card games and roleplaying activities we play in class harness these emotions to create a fun and engaging way to develop research skills. Games in this context also provide opportunities for collaborative learning as students work together to problem-solve and to learn new skills.

What Answer Are You Looking For? Using the Unknown to Foster Creativity in Interpretive Programs

*Dr. T. Jason Davis and Dr. Amy Johnson, East Tennessee State University
Room 230*

During this session, participants will practice hands-on, low-risk, high-engagement teaching strategies which encourage students to develop and utilize quick, creative decision making strategies while utilizing key concepts from the interpretive formula. Participants will develop and deliver an interpretive program using an original artifact. In groups, participants will practice brainstorming, information gathering, quick decision-making, creativity, and communication. When implemented in the classroom, this strategy provides students with constructive feedback that can be applied toward future interpretive projects or other information gathering projects. Application strategies for adapting this activity to discipline specific learning objectives will also be discussed.

2:30 – 4:30 p.m.

Afternoon Workshop

The Common Denominator of High-Impact Practices: Creating Community

*Dr. Sarah Rose Cavanagh
Ballroom C*

In this active workshop, Sarah Rose Cavanagh will share new research and model discussion and active learning techniques. We'll consider how so many of the practices often touted as "high impact" have in common the development of community. Our focus will be on creating community through fostering inclusion, promoting psychological safety, and reducing anxiety and reactance.

CONFERENCE EVALUATION

Please take a few minutes to complete this brief survey about your experiences during the 2019 CHIIPS Conference. Your response will help us develop improved programming for next year's conference. Thank you.

ETSU CONFERENCE FOR HIGH-IMPACT INSTRUCTIONAL PRACTICES

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1) Please provide feedback about keynote speaker Dr. Sarah Rose Cavanagh:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a) This presentation provided me with information that will help improve my teaching:	<input type="checkbox"/>				
b) Dr. Cavanagh was an engaging speaker:	<input type="checkbox"/>				
c) Overall comments regarding Dr. Cavanagh's keynote: _____ _____ _____					

2) Please provide feedback about the following aspects of the conference:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a) Food and beverage:	<input type="checkbox"/>				
b) Networking opportunities:	<input type="checkbox"/>				
c) Overall quality of concurrent sessions:	<input type="checkbox"/>				
d) Overall evaluation of Dr. Cavanagh's keynote:	<input type="checkbox"/>				
e) Dr. Cavanagh's afternoon workshop (if applicable):	<input type="checkbox"/>				
f) What is your overall evaluation of 2019 CHIIPS:	<input type="checkbox"/>				

3) How likely is it that you would recommend the CHIIPS conference to a friend or colleague?

Very likely Likely Neutral Reluctant Referral Would not refer

4) At what point during the conference did you feel most engaged? _____ _____ _____

5) What could we do to improve the conference overall? _____ _____ _____

6) General comments: _____ _____ _____



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