

CARNEGIE HOTEL, JOHNSON CITY TN

AUGUST 9, 2022

CHIIPS 2022

5TH ANNUAL CONFERENCE FOR HIGH-IMPACT INSTRUCTIONAL PRACTICES




EAST TENNESSEE STATE
UNIVERSITY

Center for
Teaching Excellence

SCHEDULE

CHIIPS 2022



8:00-8:20AM	Check-in Breakfast
8:20-8:30AM	Welcoming Remarks
8:30-10:00AM	Keynote
10:15-11:05AM	Concurrent Session I
11:20-12:10PM	Concurrent Session II
12:15-1:15PM	Lunch
1:30-2:20PM	Concurrent Session III
2:30-4:30PM	Afternoon Workshop
4:30-6:00PM	Happy Hour Social (cash bar)

Session Locations

Main Level: Grand Soldier's Ballroom & Wilder Room

Lower Level: Alfred Taylor Salon & Robert Taylor Salon

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KEYNOTE

CHIIPS 2022

8:30-10:00AM | Grand Soldier's Ballroom | Main Level

A Pedagogy of Hope

Dr. Kevin Gannon

It may seem perverse to talk about a pedagogy of hope during this current, fraught moment. A continuing pandemic, war abroad and racist violence at home, and an uncertain and fragile future all shape the context in which we in higher education now find ourselves. As we move into this new and uncertain chapter, it is a pedagogy based in hope which offers us the best opportunity to shape our "new normal" in ways which advance teaching and learning, equity, and justice on our campuses and in our communities. This session will explore the ingredients of a pedagogy of hope and offer both principles and concrete strategies for us to make that hope meaningful and operational.



Kevin Gannon is Director of the Center for the Advancement of Faculty Excellence at Queens University of Charlotte. He is the author of *Radical Hope: A Teaching Manifesto* (West Virginia University Press, 2020), and his writing has also appeared in *The Chronicle of Higher Education*, *Vox*, *CNN*, and *The Washington Post*. In 2016, he appeared in the Oscar-nominated documentary *13th*, directed by Ava DuVernay. His current projects include a textbook on the US Civil War and Reconstruction eras and a critical examination of gateway and survey courses in higher education.

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CHIIPS 2022

CONCURRENT SESSION I

10:15-11:05AM | Taylor Salons | Lower Level

Radical Adventures with Ungrading.

Dr. Susan Epps | Robert Taylor Salon

Do your students seem more focused on grades than on learning? Are you willing to consider you might be contributing to this? Are you willing to step out of your comfort zone to try something radical and scary as h*ll? Our systems require that we record a final grade for our classes, but that doesn't mean we can't be radical and do something different to get there! Bring a copy of a current syllabus and your own radical hope to this session, led by a former devotee of "points for everything," and find out how "ungrading" can change your classroom!

Relationships, Relevance, and Rigor: Designing Learning Environments that Inspire Hope and Engage Minds

Dr. Ginger Christian | Alfred Taylor Salon

This session will build a bridge from theory to practice and apply real-world connections to engage post-secondary students in online and face-to-face learning environments. Session components will highlight the importance of change theory, the rigor/relevance framework, SAMR model, and trauma-informed practices to design classroom experiences that invite students to have access to social emotional learning resources during the implementation dip and emotional challenges that often accompany syllabus week and academic goals. Participants will evaluate components of identified frameworks, review real-world SEL (Social and Emotional Learning) examples, and apply innovative high-leverage practices to engage both the hearts and minds of students to increase student participation and academic outcomes.

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CONCURRENT SESSION II

11:20-12:10AM | Taylor Salons | Lower Level

The Breaking Bad Classroom: The Wonderful Chemistry of Mixed Up Active Learning

Dr. Laurie Schroder | Robert Taylor Salon

This session will present an argument for creating student objectives that are non-cognitive, and instead are based on meeting students where they are, respecting who they are, and encouraging them to discover their potential. It will demonstrate the connection between Bloom's Taxonomies in the Affective and Cognitive domains and Fink's Taxonomy of Significant Learning, and present a framework for creating classroom environments that encourage students to develop "life skills" - collaboration, cooperation, goal setting, use of resources, giving and receiving feedback, and problem solving among them. We will explore the strengths and challenges of different active learning and teaching strategies, and present an a la carte approach that empowers instructors to meet the needs of students with the right elements of the right strategy at the right time, whether or not that happens within a specific structure. Faculty will draw connections from their goals for students, through activities, to outcomes.

Fostering a Sense of Belonging in Class

Dr. Ginni Blackhart | Alfred Taylor Salon

Humans have an innate need to belong and, according to self-determination theory, a sense of belonging, along with feelings of competence and autonomy, result in greater motivation across several contexts, including within academic settings. In this session, we will first discuss empirical evidence demonstrating the importance of a sense of belonging for students not only at the institutional level, but also within individual courses. Next, we will discuss research showing the importance of fostering a sense of belonging for students who may not feel they belong at college (e.g., first-generation college students, students who identify as racial and ethnic minorities). The remainder of the session will focus on demonstrating and discussing activities that increase belonging in class, such as collaborative learning activities and discussion, and how these activities are beneficial to student learning beyond increasing belonging.

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CONCURRENT SESSION III

1:30-2:20PM | Taylor Salons | Lower Level

Radical Reflections: Short-, medium-, and long-term tools for connecting more meaning to what you teach.

Dr. Scott Jenkinson | Robert Taylor Salon

Our goals as teachers are to connect what we teach to our student's lived experiences, both in the moment they first encounter those ideas and hopefully days, months, years, decades later when they are engaging in their unique life pursuits. In this session, we will explore the defining characteristics of reflections and engage examples that can be used in various time frames, class sizes, and course modalities. These intentional, purposeful, and systemic reflections built into a course's overall structure have the radical opportunity to support critical and inclusive moments for developing linked meanings with our content. Specific moments for deep reflection are an intentional part of building the radical praxis of hope that brings life and vitality back into learning. This interactive session will offer you a chance to consider more ways to add more deeply considered reflections into your courses.

Creating a Free Online Course for Incoming First-Years: GNST 100-OL at Emory & Henry College

Dr. Lauren Harding and Carleigh Blaylock | Alfred Taylor Salon

This session will provide insights and advantages of a "College 101" 1 credit hour course targeted at first generation students. This tuition-free course will be offered during a summer term before the student arrives on campus. The course topic is different from a freshman seminar course in that it covers the basics of how to be a college student and invites faculty and staff from different departments to guest lecture. Topics covered include accessing university LMS, checking your student account, resources available to support students, the hidden agenda of the academy, and so much more! The course design is completely virtual to allow access for all students and will be 100% accessible.

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CONCURRENT SESSION III

1:30-2:20PM | Wilder Room | Main Level

Creating a Culture of Caring: Transforming the Learning Experience through Ungrading.

Dr. Ginger Christian and Dr. Jill Channing | Wilder Room

Ungrading is a term to describe an assessment technique whereby educators provide diverse types of formative assessments rather than assigning grades to every assignment. The purpose of ungrading is to de-emphasize students' focus on receiving a grade and increase students' focus on a growth mindset and learning. Also, instructors who utilize ungrading often incorporate a relationships first model, self-assessments, one-on-one conferencing, and peer feedback. During this session, participants will learn how to establish positive and caring relationships and specific ungrading strategies and will engage in application activities where they develop ungrading policies and assignments, as well as adapt ungrading strategies for existing assignments and courses.



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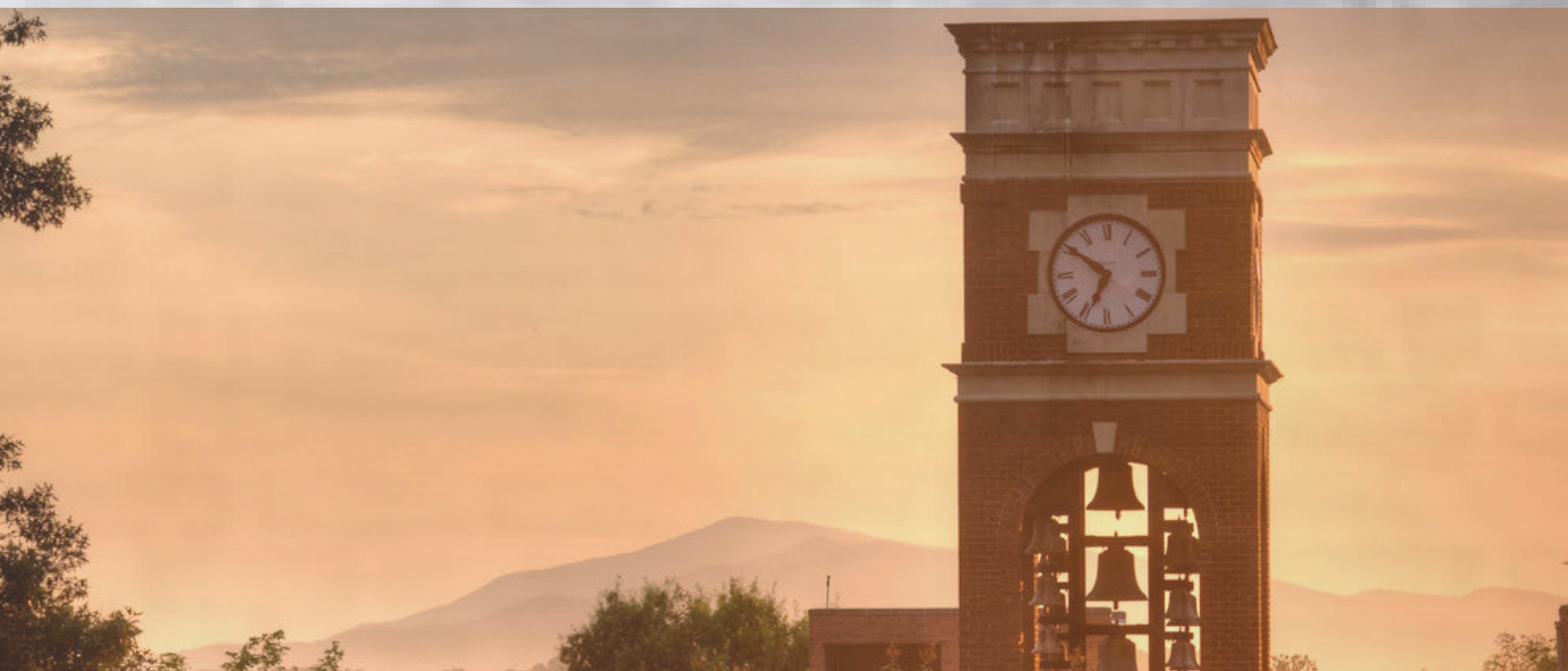
AFTERNOON WORKSHOP

2:30-4:30PM | Grand Soldier's Ballroom | Main Level

Becoming a Higher Education JEDI

Dr. Kevin Gannon

This session challenges us to move beyond simply rhetorical commitments to diversity, equity, and inclusion (DEI) to put Justice in the foreground. By exploring the theory and practices of inclusive teaching and learning, participants will be able to formulate strategies by which they can make their teaching and learning spaces not just inclusive in the token sense, but spaces which embody equity and justice, and where all our students have the opportunity to successfully meet the challenges of a college education.



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2:30-4:30PM | Grand Soldier's Ballroom | Main Level



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HAPPY HOUR

4:30-6:00PM | Grand Soldier's & Wilder Room | Main Level

What was most engaging? What can we improve? Let us know!

Conference Evaluation



www.etsu.edu/conf/chiips

CONFERENCE ORGANIZERS

A background image showing five people (three women and two men) sitting at a long wooden table. They are all smiling and wearing straw hats. The image is partially obscured by text and a large portrait of a woman on the right.

Dr. Caroline Abercrombie, Associate Professor, College of Medicine
Dr. Alison Barton, Director, CTE, Professor, EFSE
Dr. Patrick Brown, Associate Professor, Health Sciences
Dr. Susan Epps, Professor, Educational Leadership & Policy Analysis
Dr. Amy Johnson, Associate Provost for Faculty
Ms. Leah Knotts, Coordinator, CTE
Dr. Josh Reid, Associate Professor, Literature and Language
Mr. Phil Smith, Assistant Director, CTE

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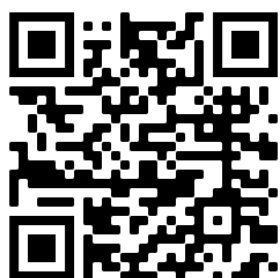
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