8:30 – 9:15 Library Training Center

**Quick and Easy Ideas for Integrating Technology into Your Course**

Dr. Rebecca S. Putman

Considerable research suggests that the ability to engage and collaborate with others encourages learning and the creation of knowledge; however, in many traditional college classrooms and learning management systems, there is a teacher-centered pedagogy in which the instructor provides the content and the students participate in a traditional question-and-answer format. Many researchers have suggested that technology is one way to support a more participatory and interactive experience for students in the college classroom and encourage learning and connections across time and place. Technology can be used in the higher education classroom as a pedagogical, assessment, and/or community-building tool. Experience some of these technological tools first-hand in this interactive presentation.

8:30 – 9:15 Library Multipurpose Room

**Mental Health and the College Classroom**

Dr. Brenda Faulkner, Ms. Caris Thetford, and Ms. Jill Willis

Today's college students are arriving on campus with increasingly pervasive mental health concerns from ADHD to Schizophrenia and the ancillary medication therapies these conditions require. This panel discussion will present some insight into the current student body about what the Student Counseling Center and the Substance Abuse and Violence Prevention Program are doing to prevent and intervene to promote academic success in the college classroom. The audience will be provided with some resources available to them on campus to assist students who are struggling to reach a balance between a critical diagnosis, maintenance medications and retention at college to completion.

**Please note: there are three concurrent sessions offered from 9:20 – 9:50**

9:20 – 9:50 Library Training Center

**Finally We Know for Sure That Experiential Learning Exercises Work! What’s Next for Educators?**

Dr. Jerry Burch and Dr. Jana Burch

A recent meta-analysis of 40 years of empirical research has shown that experiential learning exercises really do increase student learning when compared to situations when these exercises were not used (Burch, Giambatista, Batchelor, Hoover, Burch, Heller, & Shaw, 2016). However, there are moderators that affect the level of learning. This
presentation covers the highlights of this meta-analysis and goes one step further by discussing how educators can implement experiential learning exercises in their classrooms to achieve optimal effects. Recommendations are built around Wiggins and McTighe’s (2005) Understanding by Design model where curriculum is differentiated in three ways: content—the “what” of instruction; process—the “how” of instruction; and product—the “evidence” of instruction.

9:20 – 9:50 Library Multipurpose Room

**Accessible Technology and Online Courses**

Ms. Jericha Hopson

This presentation will explore common assistive technologies, such as JAWs, MAGic, and Natural Reader, and how they interact with courses delivered online. This presentation will explore the common mistakes instructors may be making in their online course that can create road blocks for those with visual or learning disabilities. JAWs is a screen reading software, currently used by Tarleton State University, that is used to provide equal access to course materials to those who are blind. MAGic is a screen magnification software that is used for students with low vision. Natural reader and other screen reading programs are used for those with learning disabilities, such as dyslexia, that require text to be read out loud. With the huge push toward online accessibility it is vital that educators aware of how these technologies will interact with what is being put on their online courses.

9:20 – 9:50 **Faculty Innovation Room**

**Service Learning as an Effective Tool in an Animal Breeding Curriculum**

Dr. Jolena Waddell

Service-learning allows students to learn in a real world setting, while engaging the community with a useful service. In Spring 2016, a service-learning opportunity was provided in Animal Breeding at Tarleton State University. The project, Farm Partners, matched small groups of students to area farms that posed animal breeding challenges. Students met with the Farm Partners, assessed the challenge, and presented a viable solution at the end of the semester. Students could choose to participate in the Farm Partners project in lieu of two homework assignments and the final exam. Data were collected to assess the student experience and satisfaction, and mastery of course concepts in the absence of traditional teaching methods. The participation rate of the service learning project was 59% (29/49 students). All students were given a skills assessment quiz to gauge their mastery of animal breeding concepts. No difference (p = 0.99) in skills assessment was seen between the service-learning and non-service-learning students at the end of the semester. Students rated the effectiveness of learning animal breeding through this project 3.95/5.0. Students reported improved industry awareness and curriculum connections as major advantages in their reflection assignments, and 78% of the farms planned to implement the students’ proposals.
10:00 – 10:50 Library Training Center

**Panel Discussion: Re-Imagining the First-Year Experience**

Dr. Jennifer Edwards, Dr. Laura Boren, Dr. Jason LaTouche, Dr. Javier Garza, and Dr. ShaRonda Maclin

The Re-Imagining the First-Year Experience at Tarleton (RFY@Tarleton) began last January and has continued to gain momentum each week! Come to this interactive panel discussion hosted by the RFY@Tarleton initiative leaders to learn about the future initiatives for next year’s incoming student class and to discover the success of past initiatives. Ask questions, contribute ideas, and join the RFY@Tarleton movement by attending this interactive session! Use the #RFYatTarleton hashtag on Twitter to join the RFY@Tarleton conversation!

10:00 – 10:50 Library Multipurpose Room

**Panel Discussion: Crafting Academically-focused Study Abroad Trips**

Professor Marcy Tanter, Dr. Subi Ghandi, and Dr. T Wayne Schwertner

Sometimes we hear that study abroad trips are nothing more than vacations. This panel discussion will prove that study abroad trips created at Tarleton State are courses that combine academic study with cultural experience to help our student expand their knowledge. From the moment of interest through implementation, the panelists will explain the process and how to make the most out of a trip, regardless of length.

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11:00 – 11:30 Library Training Center

**Teaching Math with Nearpod**

Dr. Subi Gandhi

Nearpod is an interactive presentation and assessment tool that could be used in higher education to maximize teaching efficiency. This interactive tool allows students to stay engaged and focused during class lectures via polling, surveys and drawing options. It grants flexibility to the instructors to conduct synchronous and non-synchronous lectures and assignments. Additionally, this tool is compatible with most of the smart devices.

11:00 – 11:30 Library Multipurpose Room

**"Class-sourcing" Data: A Simple Strategy for Impactful Classroom Research Projects**

Dr. Tom Faulkenberry

Engaging in meaningful research experiences within one’s discipline has been identified as a high impact educational practice (Kuh, 2008). While some disciplines have lab courses that facilitate such research experiences, not every discipline has them. Thus, faculty are often left with “cookbook” examples and class demos, neither of which are particularly engaging as a meaningful research experience. Of course, many instructors have students do semester-long group projects, but even these present challenges. In my talk, I will introduce the basics of "class-sourcing", a method that I have been using to engage my students as researchers in my psychology courses. The method is easy to implement and has many advantages, some of which include maximizing individual student accountability and minimizing instructor effort. Finally, I will give an example of using a class-sourced research project to answer a contemporary research question in mathematical cognition.
11:35 – 12:05 Library Training Center

**Portfolium Overview**

Mr. Justin Carrell

Portfolium is the ePortfolio platform for Tarleton students to visually showcase their work and projects directly to employers, faculty, and fellow students. This session will showcase the product and offer ways that participants can begin utilizing the system within a course, department, or program.

11:35 – 12:05 Library Multipurpose Room

**Open Educational Resources: What Are They and Where Do I Find Them?**

Ms. Margie Maxfield Huth and Ms. Amy Castillo

Have you ever considered using an open textbook in your class? How about open courses, quizzes, lab manuals, or other course materials? Open Educational Resources (OERs) are free and free to reuse resources or course materials that you can repurpose in your classes, including both written and multimedia content. There are OERs available for every subject matter and academic level. Tarleton librarians, Margie Maxfield Huth (Systems Librarian) and Amy Castillo (Periodicals & Electronic Resources Librarian) will discuss what OERs are, and how they can be used in the classroom. They will also show resources for identifying OERs that might be appropriate for use in your classes.

1:50 - 2:35 Library Training Center

**The Craft of the Historian: History Majors and HIST 4340 at Tarleton State University**

Dr. Mattie Fitch, Dr. Jensen Branscombe, and Dr. Christopher Hickman

History majors at Tarleton State University must complete HIST 4340 (Historical Methods). This course presents undergraduate history majors with a host of opportunities to sharpen their skills in research, writing, historical literacy, and historical inquiry. Our department makes every effort to keep enrollment numbers at a manageable level for instructors. We do so, in no small part, to ensure that the instructor of the course can provide a thorough, intensive introduction to what historians do. In fact, this past semester we had two separate sections of HIST 4340. (Normally we offer this course only once per calendar year.) Two different faculty members—Jensen Branscombe and Christopher Hickman—served as the instructors of record. In this EIT session both instructors will share their assessments of teaching this course. Dr. Mattie Fitch will moderate the session, pose questions, and provide criticisms of the tasks that appeared within the respective HIST 4340 sections. The session will emphasize insights that relate to student workload, generating classroom discussion, and writing and research as a semester-long endeavor. Both instructors will also share, in advance and during the session, examples of different writing assignments from the course.
Incorporating Primary Literature into the Undergraduate Classroom Using the Modified C.R.E.A.T.E. Tool

Dr. Amber Harris Bozer

Professionals are expected to be able to read, understand, and apply the ideas in peer reviewed journal articles (primary literature), but college students are typically taught using textbooks (Hartman, Borchardt, & Harris Bozer, 2017). C.R.E.A.T.E. (Consider, Read, Elucidate hypotheses, Analyze data, Think of the next Experiment) is pedagogical toolset that has been used in the undergraduate classroom to guide students through literature (Hoskins et. al, 2011). The goal of this research was to modify and assess the C.R.E.A.T.E. for the online classroom. For the first half of the semester, upper-level psychological sciences students were given an article and asked to review the purpose, methods, results, and conclusions. They were surveyed on 24 learning outcomes. In the latter half of the semester, the C.R.E.A.T.E. method was introduced with an article. Then, the survey was administered again. Students that had not used the C.R.E.A.T.E. toolset indicated that primary literature was like a foreign language and accepted scientific information in news articles without challenging it. Students that had used the tool were more likely to be confident in their ability to decode primary literature, interpret data, visualize data, and put research into context. It is imperative that we enhance the skillset that undergraduate students have for analyzing and understanding primary literature. C.R.E.A.T.E. is one tool that has been effective in a variety of classroom environments and our data indicate that the tool can be modified for the online classroom with successful learning outcomes.

** Please note: there are three concurrent sessions offered from 2:45 – 3:15 **

An Interactive Approach to Learning in a Micro-flipped Classroom

Dr. Jamie Borchardt

A micro-flipped classroom combines the traditional lecture based course and the flipped classroom for a blended mixture of the two pedagogical approaches. It allows the instructor time to lecture in class, but promotes a more interactive discussion between the students. My project compared the differences between a traditional lecture based course and a micro-flipped course to see if there were differences in grades between the two courses. Three exams and the overall course grades were compared in both courses. There were no significant differences on the first examination and the micro-flipped classroom (M=90.16, SD=8.20) and traditional lecture-based course (M=89.8, SD=7.45) conditions; t(48)=.162, p=.872. There were no significant differences on the second examination and microflipped classroom (M=86.64, SD=8.26) and traditional lecture-based course (M=84.32, SD=7.41) conditions; t(48)=1.04, p=.301. There was a significant difference in the scores for the third examination in the micro-flipped classroom (M=89.36, SD=5.70) and traditional lecture-based course (M=82.76, SD=9.52) conditions; t(48)=2.97, p=.005.
2:45 – 3:15 Library Multipurpose Room

**Teaching Tarleton's Core Values in the Core Curriculum**

Dr. Karl Aho

In this presentation I will share my experience of incorporating Tarleton State University’s Core Values into my Fall 2016 Intro to Philosophy courses. My students’ final project is to use one of the philosophers we read throughout the semester to reflect on one of the core values as that value is instantiated in some particular context at Tarleton. For example, one group used Descartes’s reflections on tradition to talk about Tarleton’s Homecoming traditions. Another group used Aristotle’s virtue of generosity to talk about service. My students presented their projects within each section, and voted on one presentation per section to send to a student conference. At the student conference, students from multiple sections of Intro to Philosophy and other members of the community gathered together to share their presentations and discuss their ideas. While the discipline of philosophy is particularly well-suited for considering questions of value, I will argue that the core values could also prove to be fruitful interpretive lenses in other disciplinary contexts, both within and beyond the liberal arts. Practically, my presentation will be primarily directed at considering ways teachers can engage with the core values (within a single section or multiple sections of a course). That said, my discussion may also prove pedagogically fruitful for those considering group projects and/or student presentations in some other capacity.

2:45 – 3:15 **Faculty Innovation Room**

**Revisiting the Inaugural First-year Seminar Cohort**

Dr. Sarah Maben

Three years after the inaugural First-year Seminar course, COLFA students were asked to report their perceptions of FYS experiences and influence on their college success. As they prepare for graduation, student responses ranged from FYS as a needed "buffer" between high school and college to a "total waste of my time." Researchers will share student feedback on the course and its undergraduate research component, which also received mixed reviews.

3:20 – 4:05 Library Training Center

**VoiceThread**

Ms. Lillian Hinson and Mr. Justin Carrell

Participants will learn about a new product available to Tarleton State University. VoiceThread is a web-based platform that is integrated in Blackboard and enables teachers and students to easily upload images, video, or documents; record audio, video, or text comments; and invite others to record comments in response. This session will demonstrate how an online course with 80 students was able to bring written narratives to life through the utilization of VoiceThread and group work. Participants will see a demonstration and have the ability to brainstorm ways that this product could be used in their own courses.
Networking Your Way to the Top: Tips on How to Educate the Millennial Generation on Finding Pinnacle Posts

Dr. Karley A. Goen

The Millennial generation, those born between 1982-2002, need to be well versed on proper protocols and procedures on how to network their way to their own attainment of the American Dream. Finding that dream job can be achieved at an early age, and educating our young scholars on the historical underpinnings of networking and its customary practices early, can help aid students in having a well-seasoned and solidified foundation before graduating from one’s collegiate institution.

I will focus on the first social media phenomenon that first showcased interconnectivity (i.e. Six Degrees), how I incorporate this twenty year old phenomenon in my Business and Professional and Organizational Communication classes, and how applicable the tactile networking strategies are vital by today’s saturated social media markets.

Listen. Think. Ask. Do. A Classroom Activity Designed to Enhance Students’ Ability to Follow Verbal Instructions.

Dr. Cessna C. Winslow

An oft-expressed complaint from employers is that many employees struggle with following verbal instructions. This dilemma is also felt by professors. Despite having instructions available on course management systems, students often fail to do what is directed. When given verbally, completion success is even less. This activity requires students to complete a multi-step task (similar to what they will encounter in the workplace) with only verbal directions. Nothing is written. In addition to fostering engagement, this assignment motivates students to use critical thinking and listening skills. During the lesson, students are responsible for seeking all of the information required to complete the task. Once the instructions are given, no further assistance is provided. It is composed of the following: • Listen to the instructions. • Think about the task you are instructed to complete. • Ask questions required to complete the directed task. • Do the task -- sans any written directions.