



BUILDING BRIDGES:

Creating Pathways for Superior Success

CONFERENCE AGENDA

MONDAY, MAY 15, 2023

11:00am	Conference registration and housing check-in opens	Outside of Superior Room
1:00-4:00pm	Pre-Conference Workshop with Dr. Christy Price: <i>Why Don't My Students Think I'm Groovy? The New "R"s for Engaging Modern Learners</i>	Superior Room
5:00-8:00pm	Shuttle bus available between campus and downtown	Cisler Bus Stop

TUESDAY, MAY 16, 2023

8:00am	Conference registration opens Continental breakfast available in Huron/Erie Room	Outside of Superior Room
8:45am	Welcome and opening remarks	Superior Room
9:00-9:50am	Morning Session 1	Breakout Rooms
10:00-10:50am	Morning Session 2	Breakout Rooms
11:00-11:25am	Morning Session 3	Breakout Rooms
11:30am-12:50pm	Lunch & Plenary Speaker Dr. Christy Price: <i>The Ultimate Course is Not an Illusion: Creating Courses of Excellence</i>	Superior Room
12:50-1:25pm	Poster Sessions	Main Hallway
1:30-1:55pm	Afternoon Session 1	Breakout Rooms
1:55-2:05pm	Snack Break	Huron/Erie Room
2:10-3:00pm	Afternoon Session 2	Breakout Rooms

PRE-CONFERENCE & PLENARY SPEAKER: DR. CHRISTY PRICE



A professor in both the School of Liberal Arts and the School of Health Professions and the founding Director of the Center for Academic Excellence at Dalton State College, Christy Price has been teaching at the collegiate level for 25 years. She is a nationally recognized authority on innovative teaching techniques to engage millennial learners and was chosen by the Carnegie Foundation for the Advancement of Teaching as the Outstanding U.S. Professor for 2012 in the Baccalaureate Colleges category. Dr. Price also won the 2010 Carnegie Foundation Outstanding Professor Award for the state of Georgia. She was honored by the National Resource Center for the First-Year Experience and Students in Transition as an Outstanding First-Year Student Advocate for 2009. Dr. Price won the University System of Georgia Teaching Excellence Award in the Two- & Four-Year College sector for 2008/2009 and the Excellence in Teaching Award at Dalton State in 2007. Dr. Price's awards are, in part, a result of her use of innovative strategies in assisting students to achieve learning outcomes. Her dynamic and interactive style make Dr. Price a favorite as a professor and presenter. She regularly presents as a keynote speaker and has led faculty development workshops and retreats at over seventy institutions across the United States and abroad. As a recipient of an institutional foundation grant award, Dr. Price has studied teaching techniques that influence student motivation. Her most recent research focuses on engaging Millennial learners and preventing incivility in the classroom. She has served in various administrative roles, leading campus-wide initiatives on the First Year Experience, Student Success, Retention & Completion, and Learning-Centered Course Redesign. Dr. Price has completed post-doctoral work in educational psychology from Georgia State University. She holds a doctorate in community health from the University of Tennessee, a master's degree in counseling psychology from the University of Nebraska-Kearney, and a bachelor's degree in social services from Northern Illinois University.

PRE-CONFERENCE WORKSHOP — MONDAY, MAY 15 FROM 1PM-4PM IN THE SUPERIOR BALLROOM

Why don't my students think I'm groovy: The new "R"s for engaging modern learners

What factors influence student motivation and desire to learn? Obviously, some influences are beyond the professor's control, but research in educational psychology suggests one thing we can do to increase student engagement is to create learning environments that are in some ways linked to, and supportive of, the current student culture. During this participatory session, we will briefly review the literature regarding the culture of the student of today and apply the findings of the presenter's research regarding modern learners. Specifically, we will discuss the characteristics of ideal learning environments for modern learners, their preferences regarding assessments, their perceptions regarding the characteristics of the ideal professor, and their ideal institutional practices.

Throughout the workshop, participants will engage in activities that will require them to reflect on their own teaching methods and/or institutional practices. Open-ended questionnaires, check-lists, and video clips of faculty and students will be utilized in order to facilitate discussion regarding practical steps we can take to meet the needs of modern learners.

Learning Outcomes for Workshop Participants

1. recognize the characteristics of modern learners and consider how these characteristics impact teaching & learning.
2. identify the characteristics of ideal learning environments for modern learners.
3. analyze how well the learning environments they create at their own institutions meet the needs of modern learners.
4. describe modern learner preferences regarding assignments and assessments.
5. examine the assignments and assessments they utilize based on modern learner preferences.
6. discuss modern learners' perceptions regarding the ideal professor.
7. assess how well they meet modern learners' criteria for the ideal professor.
8. reflect on how they might transform their teaching methods as they apply the findings of the research on modern learners.

PLENARY SESSION (DURING LUNCH) — TUESDAY, MAY 16 FROM 11:30AM-12:50PM IN THE SUPERIOR BALLROOM

The ultimate course is not an illusion: Creating courses of excellence

Clearly, there is no one secret recipe for creating the ideal course. Different disciplines and different student learning outcomes may perhaps call for different course designs and methods, however, current research related to how the brain learns, combined with the literature on high-impact instructional strategies, provides a valuable guide for ideal course design, methods, and assessments. During this workshop, we will outline the key elements of excellent courses. The shift from teaching to learning will be emphasized, along with the idea that student learning must drive the learning environments we create and the methods we choose. Open-ended questionnaires and check-lists that summarize the literature will be utilized in order to create action plans for embedding the elements of excellence in our courses.

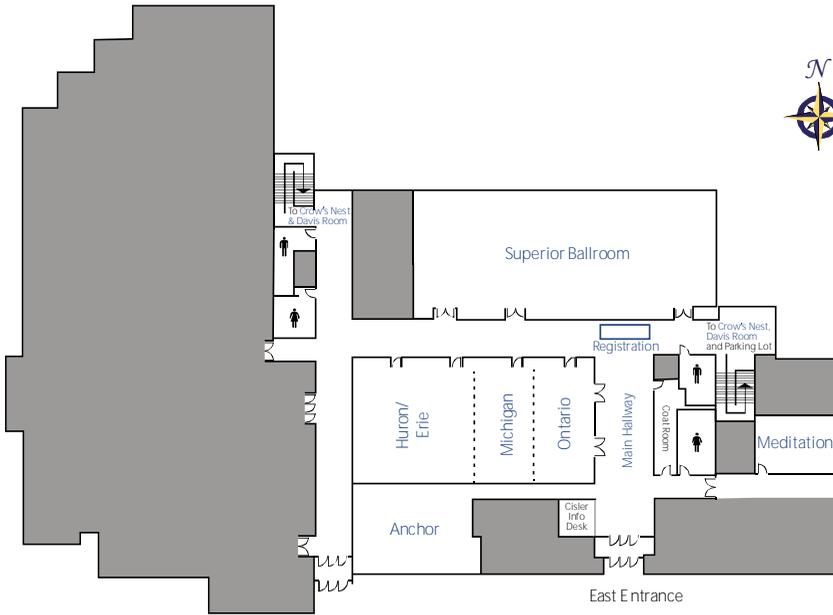
Learning Outcomes for Workshop Participants

1. describe the current research related the most effective instructional practices.
2. assess the extent to which their courses and methods are aligned with the current research on on effective instructional practices.
3. reflect on how they might alter their methods in order to enhance student achievement of outcomes.

WALKER CISLER CONFERENCE CENTER MAP



Main Level



Lower Level



SESSION THEMES

- ❖ **BRIDGING MASLOW TO BLOOM** — Alan Beck said “You can’t do the Bloom stuff until you take care of the Maslow stuff.” This track is about helping students meet their needs so they can engage in the classroom and be able to access your course. Possible topics include Social Responsibility, Sustainability, Academic Support, Library Innovations, Advising, Study Abroad, and Academic Success.
- ★ **BUILDING ACCESS TO SUCCESS** — How do you make sure all students are able to access your course? This track includes ideas that support Social and Emotional Learning, First Generation Students, Accessibility for Students with Disabilities, Culturally Inclusive Teaching and Universal Design for Learning.
- **BUILDING ENGAGING CLASSROOMS** — This track will focus on providing techniques and ideas to involve students in becoming active participants in their own learning, development and growth. Sessions will focus on instructional design and student engagement strategies.
- **GUARDRAILS: KEEPING STUDENTS ON A PATH FORWARD** — (Partnerships, Leadership, Culture, Faculty Growth, Assessment, Everything Else) This track is intended to explore topics not explored in the other tracks. Share your expertise, research or interesting ideas among your colleagues in this diverse and uncharted track.
- ◆ **TEACHING AND LEARNING INNOVATIONS** — Tired of doing the same old thing day in and day out in your classroom? Why not experiment with a new or different pedagogical approach or technology to enhance your students understanding in the classroom? Topics covered will include Technology, Synchronous, and Asynchronous Online, Hybrid Classes, Accessibility, and Open Educational Resources.

MORNING SESSION 1 | 9:00-9:50AM

- **When a minifigure becomes an introduction: A proposal to incorporate LEGO bricks in postsecondary writing instruction** *Anchor Room*
◆ *Tucker Nielsen, Michigan Technological University*

LEGO bricks have potential to reinforce writing/communications skills for post-secondary students in writing centers. This theory of LEGO bricks in composition instruction derives from metonymy (as defined by George Lakoff, Mark Johnson, and David Chandler), deconstruction (from Derrida and Heidegger), toy rhetoric (Gilles Brougère), theories of play restricted by society (Brian Sutton-Smith), rhetorical education (James Brown, Jr. and Nathaniel Rivers), and the rhetoric and principles of LEGO bricks and their play (Philosophy of LEGO).

Metonymy allows for the LEGO bricks to transform into their needed writing forms; this creates a deeper connection to students through association. Deconstruction and reconstruction are natural processes with any systems. Derrida’s concept of centerless systems justifies the reimagining of LEGO into other objects. Gilles Brougère presents theories as to what makes a object an educational toy. From there, Sutton-Smith’s theories of play explain why play can help adults learn. It is then stressed how rhetorical education can get hung up with traditional rhetoric and has to adapt to remain useful inside and outside the classroom. With the Philosophy of LEGO, the bricks themselves are addressed, with the paradoxes, challenges, and constraints that students and instructors should be aware of and embrace in order to make this method work. All of these concepts contribute to the argument for LEGO bricks to be utilized as writing educational tools in universities.
- ❖ **Sparkling curiosity about the world through South Asian Children’s and middle grade literature** *Crow’s Nest*
★ *Emera Bridger Wilson, Northern Michigan University*
● Extending Dr. Rudine Sims Bishop’s analogy of books as mirrors and windows (Bishop 1990), I will argue that diverse and globally-minded children’s and middle grade books can be used to build bridges between cultures. I will give examples of the ways in which recent books about South Asia (Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, Sri Lanka and the South Asian diaspora) can be used to spark curiosity about the geography, history, cultures, and languages of the region and foster greater cultural understanding. These books capture the cultural specificities of the region, but also reveal the human universals that connect us, allowing students to learn both about themselves and others and to inspire them to continue learning.

Furthermore, drawing examples from over 10 years of collaborations with education and social science faculty, K-12 teachers and librarians, and public librarians, I will discuss how these texts can be used as a foundation to bring K-12 educators and higher education faculty together to collaborate on meeting diversity, equity and inclusion (DEI) goals and internationalizing the curriculum. While this is important across the United States, it is even more important in rural and underserved communities where students and their families may not have first-hand experience with a wide range of cultural diversity in their communities.

MORNING SESSION 1 | 9:00-9:50AM (CONT'D)

■ **Mickey Mouse, Sherlock Holmes, and you: How teachers can understand copyright and help their students, too**

Davis Room

Kevin McDonough & Catherine Oliver, Northern Michigan University

United States copyright law can be confusing and intimidating. Is it really built around Mickey Mouse? Does Sherlock Holmes having feelings violate the law? What exactly does “fair use” mean? In this presentation, we’ll discuss how teachers can help students follow copyright law and can ensure that they are following it themselves. We’ll begin with an overview of some common questions and misunderstandings that students and teachers have about U. S. copyright law, then move into an overview of common student assignments that might involve copyright questions. We’ll outline some best practices, discuss the principle of “fair use,” and talk about how copyright affects what can be shown and done in the classroom. Finally, we’ll talk about the future of copyright law. How will the growth of “remix culture” shape how we teach and learn past works, and what role will copyright play in that?

❖ **Immersive virtual reality as a bridge for superior success**

Meditation Room

★ *Jaimie Gerrie & Sheree Weems, Lake Superior State University*

● Immersive Virtual Reality (VR) is an innovative, engaging learning technology that offers the opportunity to bridge the gap between traditional and non-traditional classroom settings. While bringing together teacher and student in an engaging experience VR gives students an opportunity to immerse themselves in a safe environment (Zaho et al., 2021).

◆ Used as a tool by educators to improve students level of knowledge, learning is enhanced while at the same time reinforcing their learning processes (Khodabandeh, 2022). In the virtual setting students are given the opportunity to fully engage in the classroom. As a result they increase their decision making, planning, and prioritization skills. Students report in research that this method of learning increases motivation and engagement (Lege & Bonner, 2020).

VR also has the ability to promote peer interaction, improve participation, and inspire students through the experience (Khodabandeh, 2022). This tool has the ability to link theory to practice, improving student transition from education to real-world application of knowledge and skill (Chen et al., 2020)

■ **Creating a growth mind-set classroom**

Michigan Room

Mahbabul Alam & Jody Rebek, Algoma University

Individual students usually hold a belief about their own intelligence and ability. A teacher also develops individual student level beliefs about their intelligence and ability. These beliefs have significant implications for students' learning and achievement. Researchers have distinguished two categories of assumptions or beliefs concerning students' intelligence. They might have a fixed mindset that regards intelligence as a fixed characteristic: some pupils are intelligent, and that's that. A growth mindset, on the other hand, holds that intelligence may be developed through a variety of methods, such as effort and proper instructions. Studies demonstrate that having a growth mindset is especially important for students who are laboring under a negative stereotype about their intelligence and abilities. Adopting a growth mindset helps those students remain engaged and achieve well, even in the face of stereotypes. This session will provide practical suggestions on how to create growth mindset in a class. Through various activities of short lecture, individual and group exercises, and class discussion, the participants will learn how to: 1) create awareness on the importance of growth mindset; 2) identify personal mindset 3) how to deal with personal beliefs about students of diverse backgrounds 4) how to provide growth mindset feedback on students' work 5) how to create a culture of growth mindset in the class. These takeaways will help participants to change their perspective on students' intelligence and provide them with tools and techniques to develop growth-mindset classrooms.

◆ **Culturally Sustaining Andragogy : Students Transforming Literacy Instructional Practices**

Ontario Room

Wendy Farkas, Northern Michigan University

For educators who want to integrate culturally sustaining instructional practices into their teaching, the process can be daunting. Culturally sustaining andragogy is not one-size-fits-all—it should be specific to students in which we teach (Paris, 2012). I applied for a DIJE Grant through MCTE to transform, with students leading the way, literature circles into a culturally sustaining instructional practice. Because society often views teachers as the “expert” in the room, it is often natural for educators to want to “know all” or be the leading voice in the classroom conversation. However, as educators, we need to recognize lived experiences from dominant culture differ from Indigenous culture. Therefore, we (white educators) cannot claim Indigenous lived experience as our own, nor can we use our position of power in the classroom to play the expert when it comes to Indigenous practices. We must step back in order for Indigenous people to be the centered voices in the classroom and in the pedagogical resources we use, while actively combating the role of white supremacy in education through our actions, words, and instructional practices. As educators, we are not there to “save” oppressed populations, because that insinuates we will continue to hold the power. Instead, as allies, we can work together with oppressed populations for a more equitable, culturally sustaining future. In this presentation, I will describe my work (and colleague's contributions) and participants may use the process described to outline their ideas for facilitating their students in transforming an instructional practice of their choice.

-  **Strategies for engaging students' empathy: An interdisciplinary approach** *Anchor Room*
 *Mitchell Klett, Jaime Crabb & Lori Nelson, Northern Michigan University*
 In 2020, Mullen discussed the popularization of the concept "Maslow before Bloom" in some education circles. The concept is premised on how Maslow's ideas are used to communicate how humans need their basic needs met before academic learning can be fully embraced. Mullen (2020) postulates the concept that basic physiological and safety needs must be met before a student can attempt even the first and most basic cognitive step. If a goal of teaching is to become a more effective teacher, Maslow's Hierarchy of Needs is an important tool that can help to think with empathy and use your skills to develop empathy in students. This presentation will present and model active pedagogical approaches to help establish empathy in students.
-  **Building a highly flexible bridge to success: Implementing HyFlex** *Crow's Nest*
 *Matt Smock, Heather Isaacson, Rebecca Estelle, Christi Edge & Caroline Krzakowski, Northern Michigan University*
 The pandemic forced faculty and students into new and unconventional teaching and learning models. While everyone is happy to have moved past "pandemic teaching," many students would like to continue having flexible learning options. Courses that implement the HyFlex teaching model allow students to choose the learning modes (in-person, synchronous online, and asynchronous online) that fit their availability, ability to get to campus, and learning preferences. This moderated panel presentation features members of a Faculty Learning Community (FLC) that is midway through a two-year interdisciplinary exploration of HyFlex. Each HyFlex FLC member is participating in professional development on HyFlex and implementing HyFlex in at least one course. In this session, panelists will share the challenges they've faced in implementing multiple teaching modes simultaneously, lessons learned about student expectations and preferences, how technology helps bridge modes . . . and where it falls short. In addition, they will share how their experiences and related SoTL research may guide future HyFlex implementation. The panel moderator will also seek input from attendees on their own HyFlex experiences, concerns, and plans.
-  **Names are the sweetest and most important sound in any language** *Davis Room*
Gary Stark & Steven Edelson, Northern Michigan University
 "Names are the sweetest and most important sound in any language". This famous quote by Dale Carnegie (1936, *How to Win Friends and Influence People*) sums up the importance of knowing others' names. Most of us strive to make connections to our students rather than treating them as nameless vessels to be filled with knowledge. Intuitively, we know this is important. The session leaders will present research and concepts that demonstrate the importance of names. Then, they will lead a discussion that draws out the many ways the session participants learn their students' names. Finally, using the ideas gathered, we will lead session participants in brainstorming additional ways to learn students' names.
-  **Educators as change makers: Decolonizing the classroom through inclusive teaching and practice** *Meditation Room*
Sierra Ayres & Sarah Carlson, Northern Michigan University
 The institution of higher education has a reputation for being very inaccessible. Barriers around financial aid, distance, family responsibilities, cultural differences, inflexible teaching methodologies and general lack of support within academia are just a few of the issues that arise when students pursue higher education. Mino-Bimose'idiwag, through the NMU Social Work Department, works closely with community colleges and Tribal victim service programs to prepare students to work within Tribal victim services. More broadly, the program aims to identify and support barrier-free pathways to higher education for community college and Native students. Many steps have been taken to support this goal, including interviewing Indigenous stakeholders within Native communities and Tribal community colleges, incorporating Indigenous teaching practices into the coursework, and the creation of an online BSW program. A theme throughout the work of this program has been both practical and cultural accessibility for students. Through the COVID-19 pandemic, institutions of higher education were able to successfully deliver online programs and courses, many of which continue to allow students to complete their degrees from their home communities. Even further, in order to maintain student success in the classroom, educators must consider decolonizing their teaching practices and curriculum delivery. Through a short presentation and workshop, this session aims to increase motivation and strategies to adopt online programs and courses across higher education and calls educators to begin the process of decolonizing teaching practices, in order to increase accessibility for Native and other students who would benefit from these culturally inclusive changes.

MORNING SESSION 2 (CONT'D) | 10:00-10:50AM

- ◆ **Exploring how to leverage the affordances of various types of instructional videos** *Michigan Room*
John Gruver & Alicia Gonzales, Michigan Technological University
Our session will focus on the exploration of how three types of instructional videos can be used to generate rich discourse in post-secondary classrooms. The first, expository videos, features a single expert presenting an exposition of material. The second, question-answer videos, mimics tutor sessions. In these videos, a learner is seen posing questions that are then answered by the teacher. The third, dialogic videos, contains a pair of students authentically engaged in a mathematical dialogue. By considering the dominant model of instructional videos, expository, as well as alternatives, participants will be given opportunities to explore how readily available videos could be used effectively as well as reimagine what is possible with video. Furthermore, considering several types of videos will offer opportunities for participants to reflect on the relative affordances of each type of video and begin to think about features they would like to have in the videos they use in their classrooms. In our session, we will begin with a brief introduction to research on instructional videos, discuss various types of videos, have participants sketch lesson plans that leverage the affordances of various types of videos in small groups, and facilitate a whole group discussion where we reflect on how different lessons made use of the relative affordances of different video types.
- **Helping people: Bridging the gap between knowledge and application through** *Ontario Room*
◆ **Human-Centered Design techniques in the classroom**
David Leach & Masoud Zarepoor, Lake Superior State University
EGME141 Solid Modeling is a core first-year computer-aided design (CAD) course that serves majors within Lake Superior State University's School of Engineering and Technology. Traditionally, a well-defined final project was given to the students that represented an automotive assembly application. During the fall semester of 2016, we started offering a Human-Centered Design (HCD) project, where the students can employ a Design Thinking approach to product development, with the end goal of helping a community or person in need. Early in the semester, the students walk through a series of design thinking steps as they develop their final project.
The first step in the HCD process is to select a community or person in need and describe them: where they live, their unique characteristics, and what challenges they face in terms of social, environmental, or economic issues. The second step is to identify key 'opportunities' within the community. The top 3 issues or problems that need to be overcome by the community are identified and researched. Next, at least one community member is chosen, either real or fictitious, and a persona document is developed for them. In the fourth step, students synthesize the data and brainstorm at least 30 product ideas that would help the community based on key opportunities. The product ideas are then narrowed down to 5, then 3, then 1. In the final step, the students create the product design, test it, then implement the product for the community and marketplace (theoretically). A poster presentation is given during final exam week.
EGME141 is taught by David Leach and Dr. Masoud Zarepoor, LSSU faculty in the School of Engineering and Technology. It is offered both fall and spring semesters. In summary, a human-centered design project could be implemented in any discipline, at any level, using simple materials for prototyping. The story is almost as important as the product. During the assessment process, we have found that students gain additional interest in their program of study while realizing they can directly apply skills and knowledge learned in the classroom to help a person in need.

MORNING SESSION 3 | 11:00-11:25AM

- **Students don't do optional** *Anchor Room*
Jennifer Gorman & Patrick Gorman, Lake Superior State University
As educators we often know what it takes for students to succeed in a class: actually come to class, do homework, ask questions, use office hours, etc. These actions are largely left up to the students to do on their own and with little immediate incentive. In this session we will talk about ways to take these tasks and embed them into your course, since students rarely do optional work (even if it would help them!). We will share various structures we have used over our teaching careers to help students learn how to take charge of their learning and set them up for success not only in their current course but in future courses as well.
- **Engaging your students with Near Peer Mentors** *Crow's Nest*
AJ Hamlin, Susan Liebau & Amber Kemppainen, Michigan Technological University
Student support programs that utilize near peer mentors have been shown to better engage students in classroom learning. These programs have helped to facilitate active learning components within classrooms, even within larger classrooms where active learning is not easy to implement. Rather than increasing the number of professors needed to accommodate larger courses, near peer mentoring models increase the numbers of experienced students in a facilitation role. Three such models will be discussed in this session: Supplemental Instruction (SI), the Learning Assistant model (LA), and the Learning with (cont'd)

MORNING SESSION 3 | 11:00-11:25AM (CONT'D)

Engaging your students cont'd

Academic Partners (LEAP) program.

This session will provide an overview of these three near peer mentoring models and provide examples of how facilitation can be accomplished in different classroom layouts. Participants will have an opportunity to explore how near peer mentors could be utilized in their courses.

■ New faculty orientation: Slow and steady wins the race

Michigan Room

Thu Nguyen, Lake Superior State University

The onboarding process at academic institutions varies from institution to institution with many schools using online modules online certifications, or one or more days of in-person orientation at the start of the fall semester. On the first day of orientation, new faculty (with or without teaching experience) are often overwhelmed by the amount of information being thrown at them. As much as they want to absorb all of the policies and procedures of their new institutions, learning about advising or how to enter in assessment may be the furthest thing from their minds. This presentation will discuss a year-long approach to new faculty orientation. The year-long format allows newer faculty to learn the information just before they are likely to encounter it during the semester. We will discuss the structure of the orientation, topics we cover, feedback from faculty having gone through the year-long program, and ways to engage new faculty in self-reflection and growth.

● Chatbots to drive engagement and reflection

Ontario Room

◆ *James Bittner & Matt Barron, Michigan Technological University*

Engagement in a university environment quickly extends beyond the end of the workday in a digitally connected world. Thoughtful and responsive engagement encourages the formation of a strong sense of belonging. Chatbots are a scripted interactive experience that simulates a text message exchange between a student and a fictitious identity. Chatbots can provide a personalized feel to standard educational activities such as surveys, tours, and interactive assignments. In our most recent work, we deployed a multimedia chatbot to replace a traditional digital survey on student motivation and compared the results in participation and values of the submissions. Additional work has begun on integrating a fictitious character identity into the deployment of our extra curricular community challenges. Our findings suggest potential for dynamic positive engagement while allowing multifaceted active learning pathways in large course settings.

PLENARY SESSION/LUNCH | 11:30AM-12:50PM

The ultimate course is not an illusion: Creating courses of excellence

Superior Ballroom

Dr. Christy Price, Dalton State College

See inner cover for session description

POSTER SESSIONS | 12:50-1:25PM

Hosting a TED^X: Ideas worth sharing

Marc Boucher, Jody Schopp & Ali VanDoren, Lake Superior State University

Using AI software tools to support coding teaching: A double edged sword

Miguel Garcia-Ruiz, Algoma University

Building a phylogeny of Michigan's freshwater sponges: A C.U.R.E. for integrating undergraduate students into the research process

Stephen Kolomyjec, Lake Superior State University

Bridging authority gradients using personal dogs in the education setting

Charlotte Kostelyk & Lori Oliver, Lake Superior State University

POSTER SESSIONS | 12:50-1:25PM (CONT'D)

Pre-service teachers' mathematical identities in reflective writing

Joni Lindsey, Lake Superior State University

Cutting the digital curb. A pathway to accessibility.

Joseph Mold, Bay College

AI-generated content in the classroom: Challenges, responses, and opportunities

Jonathan Robins & Jeff Toorongian, Michigan Technological University

How mathematics self-efficacy develops, changes, and is related to achievement

Bridgette Russell, Central Michigan University

Building bridges with the past

Bonnie Speas, Lake Superior State University

AFTERNOON SESSION 1 | 1:30-1:55PM

● **Multiculturalism and anti-racism in college composition class: Pedagogical potential of native student-international instructor's context** *Anchor Room*

Eugene Brown Agyei & Ayodele James Akinola, Michigan Technological University

First-year composition is one of the most important preparatory grounds in professional communication training for students, especially in the United States. For most of them, their ability to engage different texts and improve their writing and analytical skills, outside the composition classroom, and outside the classroom in general, may depend on how much they get from the course. Just like the American society, the composition classroom has a lot of diversity. Aside from students coming from different racial, social, and cultural backgrounds, there is also diversity in their personal identities such as gender, sexuality, and religion, as well as instructors who came from different backgrounds among others. Given the culturally diverse nature of the college classroom, there is a great amount of pressure on first-year composition teachers in finding effective ways to teach students who come from different backgrounds and experiences (Chisholm, 1994). Our paper provides an empirical perspective to the understanding of the impact of multicultural classrooms and examines how these differences can be utilized for teaching and learning, as well as identifies the importance of diversity for an anti-racism curriculum.

● **Quality Guitars** *Crow's Nest*

David Wanless, Michigan Technological University

I wanted to share what I have done with my Advanced Quality Techniques class as it has taken several years and it is working quite well. In this class we cover a large amount of material. From basic quality management principles all the way through advanced supplier quality management. Each lecture a new tool was introduced, a usable and practical device or philosophy that can be used to help resolve quality problems. In each lab section we put the tools to use, by using the concept from the lecture in a practical way. That is what I used to do.

About 10 years ago I began adopting project-based learning strategies because I wanted to improve student engagement, and it has helped considerably. Early on it was a challenge because it was difficult to find a project that was complex enough to allow all of my students to make a valuable contribution and finding sponsors willing to fund a project was always an issue. After a string of frustrating semesters, I found a solution. Over the past two years I have been building guitars with my class during lab sections and it has been fantastic way of bringing the materials from lecture to life.

Collectively my students are charged with developing a functional Quality Management System that details our organization (class) as we manufacture guitars. Literally, every tool that is introduced in the lectures is incorporated into our processes and into our Quality Management System.

◆ **Improving the synchronous learning experience- Classroom technology & strategies** *Meditation Room*

Marc Boucher, Jody Schopp, Ali VanDoren & Jen Gorman, Lake Superior State University

LSSU Received a USDA Distance Learning Technology grant to increase the capacity and engagement in our synchronous learning classrooms. The presentation will present what changes have been made to the classrooms along with some pedagogical changes to maximize engagement amongst all students. The presentation will include discussion of the continuous learning process that was used (and is still ongoing). Both advantages and disadvantages to the process we followed will be examined.

AFTERNOON SESSION 1 | 1:10-2:50PM (CONT'D)

■ **Advising matters to students – Do you realize your potential impact?**

Michigan Room

Joseph Susi II, Lake Superior State University

Faculty advisors can have an impact on student success in multiple ways, beyond the baseline of academic scheduling. Students come to college with various levels of preparedness which require the advisor to be adaptable to the students' needs. The purpose of advising and various strategies of advising will be discussed in this session to help you better serve your students.

◆ **Using concept map podcasts to promote student engagement: A Scholarship of Teaching & Learning (SoTL) project**

Ontario Room

Terry Delpier, Northern Michigan University

Beyond students can develop higher level thinking skills to discuss a case study, they must first understand the basic information associated with the case. Having students engage, using an active learning strategy may enhance learning for students (Fink, 2013). One such active learning strategy is using concept maps. Concept mapping is a teaching strategy that encourages students' engagement through the construction of visual maps that represent the concepts and their relationships. It is a method designed to actively engage students and encourage students' abilities to remember new knowledge (Candela, 2012). The presentation will describe the basics of concept maps and how they may be used. Information will include developing video-taped concept maps using lightboard technology. Student feedback, both pros and cons will be shared. And student outcomes will be explored.

AFTERNOON SESSION 2 | 2:10-3:00PM

◆ **Robots are doing your homework (and they can do yours too)**

Crow's Nest

Shane Oberloier, Michigan Technological University

With the oncoming proliferation of easily accessible AI tools, the landscape in which we all do work will rapidly change. People will use AI tools to generate cover letters for job applications, only to have the recruiter use their own AI tool to reduce the letter down to a summary. Teachers will use AI to generate new homework problems.

● **Assumption dismantling: Using "false friends" as pedagogical moves in the classroom**

Davis Room

Dany Jacob & Maria Bergstrom, Michigan Technological University

This session builds on Second Language Acquisition (SLA) pedagogy and applies it to any course where students may be challenged by their assumptions about previous knowledge. In SLA, the instructor's role is to create bridges between the first language (English, mainly) and the target foreign language. Sometimes, however, a situation known as "false friends" occurs: words that might look like cognates that have the same meaning in both languages, but in fact actually mean two separate things. Encountering "false friends" forces students to question their initial assumptions about new material and to realize that there is more knowledge to be gained by digging deeper.

We believe that the concept of "false friends" can be a useful metaphor for the work of helping students in any course become aware of and dismantle their own assumptions as they encounter new material. This process requires instructors to build trust with learners and give them space to be "wrong" in ways that promote reflection and a willingness to reconsider assumptions. Rather than understanding the initial dismantlement as "failing" at the task, the students are encouraged to build bridges across their own knowledge and to learn new coping skills that promote learning.

Using examples from second language courses and writing courses, we will demonstrate some examples of "false friends" pedagogical activities. We will also invite participants to reflect on the possible "false friends" students encounter in their own disciplines and courses.

● **Building bridges: Cultivating a path from academy to industry**

Meditation Room

Lucy Johnson, Walker Derby & Carol Johnson, Northern Michigan University

This presentation will discuss how collaborating across campus with student support services will foster a cohesive transition as students prepare for life beyond graduation. Focusing specifically on partnering with Career Services within the confines of an upper-level business communications course, presenters will discuss how job portfolio preparation contributes to professionalizing students to succeed post-graduation within the workforce in addition to embodying the mission statement within the college which stresses mentoring and empowering students for successful careers in business. Attendees will learn best practices about how to implement job portfolio preparation within their own academic programs through successful partnerships across campus.

AFTERNOON SESSION 2 | 2:10-3:00PM (CONT'D)

◆ **What's my grade in this course?**

Michigan Room

Rob Kipka, Lake Superior State University

Grades are essential markers of success in a course and of preparedness for subsequent courses. What should they mean? How flexible should they be? Without claiming to have the answers to these questions, we will explore them in the context of standards-based grading, describing the successes and failures of one year of standards-based grading in a remedial mathematics course.

Standards-based grading provides students with fine-grain measurement of their current understanding of the learning objectives for the semester. Consequently, it affords a shift in focus from "what's my grade" toward "what do I still need to master?" It also affords greater flexibility in the pace at which students learn material, providing a high-risk group with multiple opportunities to recover from early semester missteps.

In addition, we present a technological innovation used to support this grading scheme in the form of an inhouse OER textbook with embedded lightboard videos.

This grading scheme is not without its challenges. In the spirit of openness, we will present a year's worth of lessons learned from using a standards-based scheme and lead a discussion comparing this scheme to more traditional schemes based on points or percentages. Advantages and disadvantages will be visible.

■ **Taboo talk - End of semester course evals: The ugly, the bad & the good**

Ontario Room

Rebecca Estelle, Northern Michigan University

Semester is done. All grades are in the record books. Let's take a nice relaxing, refreshing break before we dive back into preparing; looking forward to the next exciting semester of curriculums, objectives, instructions, activities and service plans! NOT SO FAST! ... Your end of semester course evaluations have arrived in your email box... Do you open them immediately? Do you pin them, to read after you return from your well-deserved break? What if there are negative criticisms? Where do you go when the ugly, the bad and not so favorable evaluations loom? Where can we go to share; if we dare?

This collaborative 'lounge' idea is to introduce a safe place for educational faculty to glean ideas from one another on how to paddle thru turbulent, or unfavorable, evaluation waters in order to save face and regain any lost confidence in order to continue moving forward to the refreshing calms of the Superior.

I invite you join me in sharing the realities of course evaluations, sharing ideas to help each other climb over the 'deflated moments', perhaps humbling points in our journey, to rise up, dust off, gain our bearings and continue on a forward journey.

● **Building Bridges: Creating pathways for superior engagement through active learning**

Anchor Room

Christy Wenger, Becky Davis, Tyler Dettloff and Bryan Fuller

Covid 19 has been a catalyst for higher education teaching and has encouraged us to examine longstanding student participation practices and traditional understandings of engagement. Student engagement is a necessary bridge between teaching and learning; it is directly tied to academic outcomes and success; disengagement is a leading factor in attrition. The Colleges of Education and Liberal Arts and Criminal Justice and Emergency Responders at LSSU have worked together to promote inclusive, cooperative and active learning in our classes in order to create cultures of student engagement in all content areas. Not only are we working to retain students, we are also improving students' learning environments by deploying active learning pedagogies. These active learning pedagogies help develop student leadership, promote belonging, and close the achievement gaps between the diverse students who may be differently prepared for the rigor of college-level studies upon acceptance to LSSU.

Our panel will share insights from three faculty across campus and one dean who have transformed their classrooms with active learning pedagogies. We will provide data to support the effectiveness of these pedagogies. The panel will together overview specific, actionable strategies for the audience to deploy in their own classes.

SCECH CREDITS ARE AVAILABLE!



During this conference you can earn SCECH credits for the Michigan Department of Education. Pick up the SCECH packet at the Conference Registration Desk. To receive credit you must sign in and out at the Registration Desk each day you attend the conference, fill out the appropriate forms, and have the room monitor stamp your form at each session you attend.

ABOUT UPTLC

For several years, Northern Michigan University (NMU) and Michigan Technological University (MTU) CTL team members would run into each other at regional and national teaching conferences. Sometimes we were able to bring along a few faculty members, and we'd talk about how we wished we could bring more. However, as all of us who live and work in the U.P. know, even "regional" conferences are usually at least a five-hour drive away, making both funding and logistics challenging. We decided that if we couldn't bring more of our faculty to the existing conferences, we'd instead create a conference closer to our faculty . . . and the UPTLC was born.

Since 2017, UPTLC has been hosted by MTU and NMU twice each; LSSU was to host in 2020 but the COVID pandemic forced the cancellation and instead LSSU facilitated the Virtual UPTLC Series over the 2020-21 school year. UPTLC returned to NMU for an in-person conference in 2022, and LSSU is excited to finally host in person this year.

UPTLC 2024 will be hosted by Bay College in Escanaba, MI.

ABOUT LAKE SUPERIOR STATE UNIVERSITY

Lake Superior State University is committed to providing students with a quality education through student-centered instruction that prepares them to meet today's workforce needs. Our value proposition is that we facilitate upward social mobility at a comparatively low cost. We realize that students are increasingly concerned with student debt. To that end, we commit ourselves to providing students with experiential learning activities using well-trained, caring faculty and staff, while also making efforts to maintain low operational expenses.

We are also committed to our promise to students: Superior Education, Superior Experience, Superior You. Through curricular, co-curricular, and extracurricular experiences, we train students to think critically, communicate effectively, and display professional and ethical behavior. Engaging in on-campus residential and extracurricular activities enhances the overall student experience, enriches students' learning, and creates constant moments of encounter and interaction with new worldviews, backgrounds, and perspectives. We believe that these experiences transform students and instill in them the knowledge, empathy, skills, and self-confidence to persist in their educational pursuits toward their long-term goals.

UPTLC 2023 PLANNING COMMITTEE

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