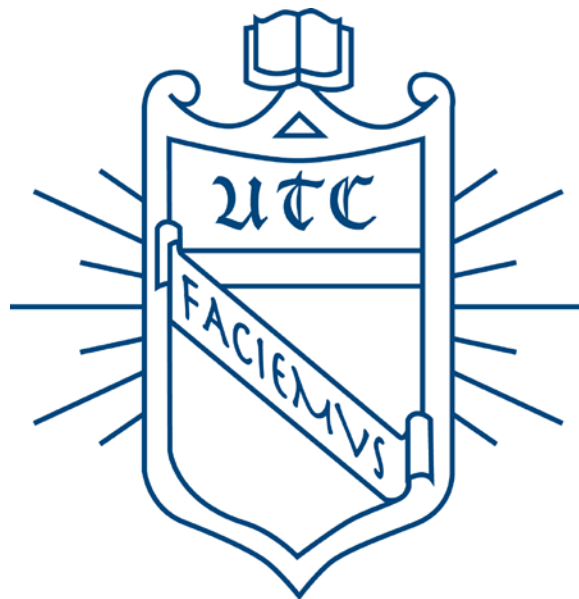# THE UNIVERSITY OF TENNESSEE CHATTANOOGA

28th Annual Instructional Excellence Conference

# "Engaging Students in Active Learning"

May 10th - May 11th, 2016

Challenger STEM Learning Center

# Tuesday, May 10th – Workshop in Chickamauga Room of UC

"Supporting and Implementing Undergraduate Research across the UTC Campus"
John Mateja, Ph.D., President, Goldwater Scholarship and Excellence in Education Foundation
3:00 pm-5:00 pm, University Center, Chickamauga Room

# Wednesday, May 11th – Concurrent Sessions at Challenger Center

| 8:00 am – 8:30 am | Registration & Breakfast | | |
|---|---|---|---|
| | Session 1: Challenger Center **Room 147** | Session 2: Challenger Center **Room 148** | Session 3: Challenger Center **Room 146** |
| 8:30 am – 9:15 am | "Incorporating Information Literacy into the Curriculum: A Problem-Based Learning Approach" - Chapel Cowden, Jenny Holcombe | "This Isn't the 1950s: Rethinking Learners' Engagement within an Online Forum Using the Quality Matters Framework" - April Ebbinger, Tammy Garland, Jamie Harvey | "Integrating Undergraduate Research in the Curriculum at UTC" - ThinkAchieve Faculty Fellows |
| 9:30 am – 10:15 am | "Successful Scaffolding with Social Media" - Madonna Fajardo Kemp | "Implementing an Experiential Learning Assignment in PSYC 2120, Social Psychology" - Lindsay Holland | |
| 10:30 am – 11:15 am | "TEDEd: How HHP Students Engage and Learn by Creating and Using Videos" - Will Stern | "Involvement through Vicarious Victimhood: Using Fictional Narratives and Media as Platforms for Social Engagement in English Composition" - Jason Huddleston | "The Bessie Field Trip Experience" - Amy Doolittle<br><br>"Informed Choices: Costume Design" - Stephanie Ferenc Henderson |
| 11:30 am – 12:00 pm | Poster Sessions | | |
| 12:00 pm – 1:00 pm | Lunch | | |
| 1:00 pm – 1:45 pm | "Student Managed Investment Learning Experience (SMILE) Fund" - Hunter Holzhauer | "Designing Multimedia Assignments for the Digital Novice" - Bo Baker, Emily Thompson | "Instructional Technology Demonstration of Camtasia and YouTube" – Jarred Chambers |
| 2:00 pm – 2:45 pm | "From Grueling to Just Plain Hard - A Review of an Active Learning Implementation" - David Witt | "Experiential Learning the UTC Way – A How To and Case Study" Bengt Carlson and Dawn Ford | "Creaturely Rhetorics and Critter Literature: An Experiential Learning Opportunity" - Heather Palmer |
| 3:00 pm – 3:45 pm | "Design an Active Learning Activity" - Charlene Simmons | "7 Statistics Illustrating the Importance of Global Education & 7 ways to connect international students in your classrooms" - Takeo Suzuki | "Collaborative Creation: Theatre Offstage" - Gaye Jeffers |

Tuesday, May 10th, 2016

## "Supporting and Implementing Undergraduate Research Across the UTC Campus"
## 3:00pm-5:00pm, University Center, Chickamauga Room
**John Mateja, Ph.D., President, Goldwater Scholarship and Excellence in Education Foundation**
Are colleges and universities providing the kind of education that today's graduates need? The 2010 study by Richard Arum and Josipa Roksa entitled, "*Academically Adrift: Limited Learning on College Campuses*," suggests that for a significant percentage of undergraduates we are not.
Having been identified as one of the high impact educational practices that enhances students' problem-solving, critical-thinking and communication skills, skills required to be competitive in today's marketplace, ever increasing numbers of undergraduates are being given the opportunity to engage in graduate-school-like research. The *Characteristics of Excellence in Undergraduate Research* published by the Council on Undergraduate Research in 2012 summarizes the best practices and attributes of programs that support and sustain highly-effective undergraduate research environments.  In this interactive workshop, we will, starting with a brief discussion of the *Characteristics of Excellence*, explore and examine strategies that can be developed that support undergraduate research at the institutional, collegiate, departmental and individual faculty levels.

Wednesday, May 11th, 2016

## Posters (11:30 am – 12:00 pm), Challenger Center Lobby
*Breath in a Ram's Horn: Daniel Asia, composer, in residence*
**Jonathan McNair, UC Foundation Professor, Music Department**
The noted American composer Daniel Asia was in residence at UTC, Nov. 1-3, 2015. During this time, Mr. Asia worked with students, gave a public lecture on Aesthetics, coached performers who presented his music, and was present for two public concerts of selected works from his catalog. This residency came about through a collaboration involving the Ruth S. Holmberg Professor of American Music (Dr. Jonathan McNair), the Chair of Excellence in Judaic Studies (Dr. Irven Resnick), the Departments of Philosophy, Theater, Music, and Art, and the Honors College. There was a concerted effort to reach out to the community at large, and the Jewish community in particular, and there was a good response from these efforts.

*Does Study Abroad Matter? The Impacts of a Bahamas Field Experience, 1977 to present.*
**Dawn Ford, Executive Director, Walker Center for Teaching & Learning**
**Chris Branson, Adjunct Professor, Psychology Department**
Field work is an integral component of the natural sciences and can enhance a broad range of intellectual, interpersonal, and organizational skills. The benefits of international field work performed in the context of a college course have been the subject of few studies, and the reported impacts have been mostly anecdotal in nature. As a result, the purpose of this study was to measure the impacts of student participation in an international field course in the natural sciences on professional and personal development. Alumni of Miami University and the University of Tennessee at Chattanooga who have

completed a biology, botany, geology, or environmental science field course in the Bahamas (San Salvador or Andros) between 1977 and 2014 were surveyed. Survey findings and how they inform study abroad offerings will be shared during this presentation.

*Falling for Falls Prevention Education: Engaging Students in Active Learning while Meeting Community Needs*

**Jessica Crowe, Academic Fieldwork Coordinator & Assistant Professor, Occupational Therapy Department**

Falls are the leading cause of death and disability for older adults (OA). It is vital that occupational therapy (OT) students be prepared to address falls prevention with OAs. This presentation will describe an active learning strategy whereby OT students were educated in falls prevention education using the Matter of Balance (MOB) curriculum. Students were trained as MOB Coaches, and in turn, conducted 6 MOB participant classes, educating 35 seniors about falls prevention, in partnership with the YMCA. This exercise required students to synthesize knowledge and apply skills learned across the OT curriculum. Qualitative data examining the students' learning outcomes and the partnership with the YMCA will be presented.

After attending this poster presentation, participants will be able to describe an active learning strategy implemented in the community, explain ways to develop a partnership with a community agency, and articulate student learning outcomes which occur during an active learning exercise.

*Kula Creations: An Active Learning "Mystery"*

**Lyn White Miles, UC Foundation Professor of Anthropology, Department of Social, Cultural and Justice Studies**

**Madelyn Momchilov, UTC Student**

**Louis Brill, UTC Student**

The Trobriand Islanders in Micronesia are known for their trading of shell and twine red necklaces and white armbands for hundreds of miles around islands over difficult ocean waters to establish prestige. In simulations of this trade since 2010, students from UTC have explored the Kula exchange by forming small 'island tribes,' and creating and trading jewelry to form partnerships and gain Kula prestige. In a 2015 class, 146 necklaces and armbands were produced by approximately 75 students in a trading session. Students utilized over 25 different natural and manufactured materials and produced varied and distinctive jewelry. Necklaces included one of a bicycle chain and old iron tub claw foot; large green leaves and sticks, and red beads and human teeth. Armband included one of braided rawhide, silk flowers, rhinestones, shells, and stones; and one of green beads, leather, and plastic bottle caps. The jewelry was categorized as: 1) Minimal; 2) Basic; 3) Intermediate; 4) Advanced; and 5) Kula. The jewelry designs resulted in a blend of western and Trobriand styles. Kula trade simulations provide active learning opportunities to illustrate anthropological concepts and provide insight into other cultures.

# Presentations (8:30 am – 11:15 am, 1:00 pm – 3:45 pm)

## Concurrent Sessions 1: Challenger Center, Room 147

Moderator: Betsy Myer, Assistant Professor, Department of Physical Therapy

8:30 am - 9:15 am

***Incorporating information literacy into the curriculum: A problem-based learning approach***
**Chapel Cowden, Health & Science Instruction Librarian & Assistant Professor, Library Instruction**
**Jenny Holcombe, Lecturer, School of Nursing & School of Education**
Information literacy (IL)--the ability to recognize an information need, then locate, evaluate, and integrate information--is recognized as an important outcome for students in academia. However, IL instruction can often seem rote and formulaic—source evaluation, keywords, database demonstrations, rinse, repeat.  How can we facilitate deeper student engagement with the research process?
While problem-based learning (PBL) has been utilized in many academic disciplines, it has garnered little attention in the promotion of IL skills.  Its use in the classroom, however, offers a novel way to dynamically explore IL concepts through the application of skills and knowledge to real-world problems. We suggest that immersing students in an authentic PBL environment actively involves them in the learning process while promoting critical thinking skills that prepare them for both "what's now" and also, "what's next".  Join us to create a plan for incorporating PBL to promote research skills in your own classroom.

9:30 am - 10:15 am

***Successful Scaffolding with Social Media***
**Madonna Fajardo Kemp, Adjunct Professor, English Department**
Encouraging active learning with an audience of passive learners is as easy as 1, 2, YouTube. Our students are well-versed in a technologically social and popular culture but have a hard time grasping larger concepts that aid critical thinking and synthesis. We can scaffold onto their existing social media schema in order to help them actively store critical concepts that aid higher order thinking and problem-solving skills. In this presentation, Kemp will show how to utilize social media (YouTube, Facebook, Twitter, Instagram) as a scaffolding tool in a way that can be formatively assessed by leading the audience through methodologically sound instructional activities involving social media.

10:30 am - 11:15 am

***TEDEd: How Students Learned and Created This Spring***
**Will Stern, Instructor, Department of Health & Human Performance**
This spring I used TEDEd to help students learn information using videos. The lessons were then used as a Flipping Activity in class. Later in the semester each student created two of their own TEDEd Lessons designed for use by a student who wanted to learn about their health. Some created their own video to use and others used a Youtube video. I will show you how to set up a free account (bring your laptop), walk you through the steps as I create a lesson, and show you multiple videos created by my students. You will also learn how you can get data on how your students did on any questions you placed in the lesson via Excel. Then you will have an online list of helpful tips that will guide you as you create your own.

1:00 pm - 1:45 pm
*Student Managed Investment Learning Experience (SMILE) Fund*
**Hunter Holzhauer, Assistant Professor, Finance Department**
The Student Managed Investment Learning Experience (SMILE) Fund is an excellent opportunity for students to have hands on experience in managing a $250,000 investment portfolio for a real client. Students learn to manage real money, conduct stock analysis, and create professional investment reports.  We select students who are willing to dedicate their time and effort to receive many tangible and intangible rewards.
The purpose of the SMILE Fund is to prepare students who are pursuing careers in investments, wealth management, and stock analysis to develop a strong financial and business knowledge. The learning objectives of the program are to: understand the global market conditions, volatility and business cycles; sharpen professionals skills such as conducting professional presentations; increase confidence in obtaining both personal and professional objectives; develop knowledge in investment analysis, security selection, and portfolio management; have closer access with professionals including exclusive networking opportunities.

2:00 pm - 2:45 pm
*From grueling to just plain hard - a review of an active learning implementation*
**David Witt, Lecturer, Management Department**
A two-year review of an actual implementation of active learning concepts in a graduate level business course with demanding quantitative and qualitative learning objectives is presented. Active learning techniques were included for their promise of promoting higher order thinking.  Techniques applied include: a flipped design that's removed the time drain of tedious quantitative analysis from class sessions, team based learning using group member's collaborative efforts to focus on cases for analysis, and problem based learning using a focus within each case that requires resolution applying concepts that are learning outcomes for the course. The overall active learning design is discussed, successes and challenges with each technique, overall results, and suggestions for going forward.

3:00 pm - 3:45 pm
*Design an Active Learning Activity*
**Charlene Simmons, UC Foundation Associate Professor, Department of Communication**
Active learning changes the classroom from a place dominated by lectures to a place for group activities. Developing group activities for a "flipped classroom," "team-based learning" experience, or another active learning approach (whether in-person or online) can be difficult. In this session you'll design at least one group activity to be used in your classroom. Come to this session with your syllabus, learning outcomes, and/or a topic you'd like to develop into an active learning activity. We'll work together to design an activity you can adopt next semester.

## Concurrent Sessions 2: Challenger Center, Room 148
Moderator: Scott Seagle, Senior Instructional Developer, Walker Center for Teaching & Learning

8:30 am - 9:15 am

***This isn't the 1950s: Rethinking learners' engagement within an online forum using the Quality Matters Framework***

**April Ebbinger, Director of Field Experiences, School of Education**

**Tammy Garland, Associate Department Head & Associate Professor of Criminal Justice, Department of Social, Cultural, and Justice Studies**

**Jamie Harvey, Associate Professor, Department of Health & Human Performance**

UTC's Quality Matters initiative focuses on transforming how faculty plan and execute online courses. This session concentrates on the engagement of the learner through learning activities which encourage different forms of interaction between learner-learner, learner-instructor, and learner-content. This session will highlight specific strategies faculty can employ within an online classroom as well as guide faculty as they evaluate their current learning activities related to meeting stated course objectives. Upon completion of the seminar, participants will be able to: identify the foundational elements of Quality Matters; distinguish between learner/learner, learner/instructor, and learner/content activities and assignments; evaluate their course assignments to ensure the course learning objectives are being met based on QM standards; revise current assignments to meet stated course objectives.

9:30 am - 10:15 am

***Implementing an Experiential Learning Assignment in PSYC 2120, Social Psychology***

**Lindsay Holland, Associate Professor of Psychology, Social & Behavioral Sciences Division, Chattanooga State Community College**

I will share a semester-long assignment for PSYC2120, Social Psychology designed to facilitate student learning and application of social psychological concepts. Students are asked to compose two reflection pieces and to work in small groups to produce a poster presentation. In the first reflection, students demonstrate their mastery of theories of self-knowledge.  In the second reflection, students write about their experiences of working in small groups. The primary goal of this assignment is for students to gain a deeper understanding of the following broad content areas: self, group dynamics, and pro-social behavior.  Secondary goals include refinement of career interests, creating/adding to students' professional ePortfolios, and supporting our QEP.

In this session participates will explore the nature of implementing high-impact practices in the classroom, specifically Experiential Learning, and discover ways to incorporate Experiential Learning into their course.

10:30 am - 11:15 am

***Involvement through Vicarious Victimhood:  Using Fictional Narratives and Media as Platforms for Social Engagement in English Composition***

**Jason Huddleston, Assistant Professor of English, Humanities & Fine Arts Division, Chattanooga State Community College**

I will discuss / demonstrate how my Composition I students fulfill a writing project (the National Project) by composing three first-person journal entries -- each informed by and incorporating extensive academic research. The students use descriptive and narrative elements to write these entries from the

perspective of an American "victim" (one who suffers from an eating disorder, child / spousal abuse, AIDS, bullying, a terminal disease, sex trafficking, addiction, or homelessness).

In addition to this journal, the students creates a particular medium through which to "translate" the experience recounted in the journal entries and to enhance the rhetorical nature of the assignment as a whole: photographs, a painting, a musical composition, a long poem, or a short film.

Both components of the assignment seek to instill within the student an acute awareness of and sympathy for victims of this social issue as well as a sense of conviction to advocate for change.


1:00 pm - 1:45 pm

***Designing Multimedia Assignments for the Digital Novice***

**Bo Baker, Director & Assistant Professor, Library Studio**

**Emily Thompson, Studio Librarian & Assistant Professor, Library Studio**

Stereotypes of "digital natives" continue to proliferate undergraduate curriculum and maintain that your average undergrad comprehends A/V production, graphic design, web design, or whatever medium faculty assign them to use. How can faculty adjust assignment parameters and expectations, collaborate with other technology specialists, and provide opportunity for students to express their ideas without tripping over technological hurdles?

Presenters will discuss assignments they've encountered and collaborated on across the curriculum in the first year of the UTC Library Studio and provide best practices and tips to make the overall experience better for faculty and students. Presenters can also provide feedback on assignments attending faculty are planning or have used in the past.

Attendees will learn strategies for designing multimedia assignments, tips for implementing them, possible tools available to help.


2:00 pm - 2:45 pm

***Experiential Learning the UTC Way: A How To***

**Bengt Carlson, Experiential Learning Coordinator, ThinkAchieve & Walker Center for Teaching & Learning**

Since 2012, the Beyond the Classroom Experiential Learning Designation has been added to over 100 classes here at UTC. This designation serves as a ready identifier of Experiential Learning for students who are seeking to become Think Achieve Graduates. The repository of these classes, available for viewing at http://www.utc.edu/think-achieve/beyond/courses.php, also serves faculty, staff, and administration who want to see where Experiential Learning is happening in various parts of campus. Not surprisingly, the list is not complete, and therefore we need you! Participants can come and share some aspect of their own or other work from the University and learn the process by which this work might be designated, including connection to Critical Thinking Learning Outcomes, integrating reflection, and examples from the currently designated list.

3:00 pm - 3:45 pm

*7 Statistics Illustrating the Importance of Global Education and 7 ways to connect international students in your classrooms*

**Takeo Suzuki, Executive Director, Office of International Programs**

According to Open Doors Data (2015), there are "974,926 international students studied at US colleges and universities", and the number of international students studying in the US grew by 10% over the prior year and is now a record high. However, when I asked one of our current internationals if she feels she is welcomed here, her answer was that she has never found hostility since she arrived in the US, and she feels she is welcomed here. However she also explained that she feels her American friends have no interest, and she does not think she has a genuine American friend. There are too many international students in the U.S. without any single American friends. In this presentation, I will present the basic technique and knowledge of how you can engage international students to active learning contents.

**Concurrent Sessions ThinkAchieve: Challenger Center, Room 146**

Moderator: Bengt Carlson, Experiential Learning Coordinator, ThinkAchieve & Walker Center for Teaching & Learning

*8:30 am - 10:15 am*

*Integrating Undergraduate Research in the Curriculum at UTC - ThinkAchieve Faculty Fellows Roundtable*

The 2015-2016 Faculty Fellows are:
- Morgan Cooley, Assistant Professor, Social Work Program
- Amy Doolittle, Associate Professor, Social Work Program
- Bryan Ennis, Associate Professor, Department of Civil & Chemical Engineering
- David Giles, Assistant Professor, Department of Biology, Geology, & Environmental Science
- Shewanee Howard-Baptiste, Assistant Professor, Department of Health & Human Performance
- Gaye Jeffers, Associate Professor, Department of Theatre & Speech
- William Kuby, Assistant Professor, Department of History
- John Lee, Assistant Professor, Department of Chemistry
- Abdul Ofoli, UC Foundation Association Professor, Department of Electrical Engineering
- Craig Tanis, Assistant Professor, Department of Computer Science & Engineering

10:30 am - 11:15 am

*The Bessie Field Trip Experience*

**Amy Doolittle, Associate Professor, Social Work Program**

Students in the Social Work Practice with Special Populations participated in a guided tour of The Bessie Smith African American Museum. The purpose of the field trip was to allow students the opportunity to explore how societal power and status structure as well as the dynamics of privilege and oppression have contributed and continue to contribute to the creation of differences within society. Students completed reflections before and after the experience utilizing prompts to assist them in critically reflecting upon their own perceptions and learning in a way to enhance their ability to work with diverse

individuals. Overall, most of the students reported the experience as positive way to learn about culture and events that occurred in this area. Some students were able to make connections between the experiences they learned about and their own experiences today.

Participants will be able to: explore the use of a field trip in teaching course content; assess the use of reflection in assessing students learning from field trip experiences.

### *Informed Choices:  Costume Design*

Stephanie Ferenc Henderson, Lecturer, Department of Theatre & Speech

In this course, students analyzed and interpreted research to achieve a cohesive design concept for two plays, Tartuffe by Moliere and The Ghost Sonata by Strindberg, and one fable.   Collaborating with the Hunter Museum of American Art for the plays and the Chattanooga Zoo for the fable, they made decisions based on critical analysis of each play utilizing critical thinking skills in order to prepare design concepts. After exploring different artistic mediums and techniques, students participated in the various steps of the costume design rendering process.  Completing assignments required further attention to detail in order to justify the choices made for the costumes.  Students spoke on the reasons for their design decisions and also commented on others' work.  In the final step of each presentation, they were asked to write a critical reflection on what was successful and what needed improvement culminating with an analysis of the entire design process.

1:00 pm - 1:45 pm

### *Instructional Technology Demonstration: Camtasia and YouTube*

**Jarred Chambers**

Come learn about technologies that you can use in your classroom and online to increase student engagement and active learning! This demonstration will feature how to create accessible videos using Camtasia and how to upload them to YouTube for easy access for your students.

2:00 pm - 2:45 pm

### *Creaturely Rhetorics and Critter Literature: An Experiential Learning Opportunity*

**Heather Palmer, Associate Professor, English Department**

This course engages students with the emergent discipline of Critical Animal Studies from the perspective of rhetorical and literary methodology and study. We analyze the role played by nonhumans as symbols, competitors, fellow creatures with moral standing, or as subjects of suffering, in order to investigate human ethical responsibility to our fellow creatures. We further explore how our interspecies interaction functions both semiotically and intersubjectively-—informing our accounts of what it means to be a human animal.

We delve into the rich resource of "creaturely rhetorics" and "critter literature," beginning our study with Aesop's Fables, Aristotle on animals, and moving to modern fiction engaging human-animal bonds. We use a range of sources, including direct experiences with animals in animal shelters, zoos, and with therapy animals as part of the HABIT program. We hope to challenge and enrich our students' ability to think expansively and interdisciplinarily, culminating in students' demonstration of their ability to define and critically reflect on interspecies interaction, both as a philosophical investigation and personal ethical experience.

3:00 pm - 3:45 pm

*Collaborative Creation: Theatre Offstage*

**Gaye Jeffers, Associate Professor, Department of Theatre & Speech**

Collaborative Creation: Theatre Offstage is a course created as an alternative approach to theatre, focusing on community-based research, political awareness, social outreach and an examination of global concerns.  Students utilize tools that encourage new approaches to playwriting and storytelling by first gaining knowledge about existing works, style and creators.  Based on this knowledge students create their own performance project rooted in process, theme and form, relying on the group as the central impetus of idea and practice.

Objectives:  Students discover their own creative voice and share their point of view about an event, issue, object, or belief based on research and interviews.  Working as an ensemble, students decide the scope of the research, including questions to be asked, issues to examine, locations to visit, and a time line.  The creation of an original work is the culmination of the course.  All students participate as writers, performers or visual artists.