


FOCUS on TEACHING & TECHNOLOGY CONFERENCE

a St. Louis Regional Conference at the University of Missouri at Saint Louis



VIRTUAL --- September 29th - October 1st, 2021 --- Free Registration

Wednesday, September 29, 2021 – MORNING

	9:30-10:20	10:30-12:00	12:00-1:00
50-minute Sessions	<p>Networking sessions: Newbie Session</p> <p>If this is your first time attending FTTC, join us to get an overview of the conference and connect with others new to the conference. We'll discuss strategies for avoiding Zoom fatigue, juggling multiple priorities, and using Guidebook as your key to help you organize your conference going experience.</p> <p>Emily Goldstein University of Missouri at Saint Louis</p>	<p style="text-align: center;">KEYNOTE</p> <p style="text-align: center;">Help Students Assume Their Role in the Learning Process: Teach Them How to Learn</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Presenter: Dr. Saundra Y. McGuire</p> <p style="text-align: center;">Director Emerita of the Center for Academic Success, Professor Emerita in the Department of Chemistry, and retired Assistant Vice Chancellor at Louisiana State University.</p>	<p style="text-align: center;">LUNCH</p> <p style="text-align: center;">(unstructured time)</p> <ul style="list-style-type: none"> • Stop by the Exhibit Hall • Search the Gather.town space for fun Easter eggs • Connect with colleagues from the region or around the country • View the Tech Trek videos and engage in our online discussion boards
	<p>Networking sessions (by discipline)</p> <p>Join a group of colleagues with an interest your discipline to discuss successes, helpful resources, and areas of challenge. Meet others doing similar work and create a network!</p> <ul style="list-style-type: none"> • Social Sciences (Education, Psy, Pol Sci, Econ, Anthro) – discussion facilitated by Kella Thornton • Applied Sciences (Nursing, Business, Engineering, Soc Wrk) – discussion facilitated by Marcia Countryman • STEM – discussion facilitated by Lasanthi Gamage • Humanities – discussion facilitated by Irina Ivliyeva • Other – we can also create additional groups on the fly. Join us and we'll find a group for you! 		

	<p>Trauma-Informed Teaching during Sensitive Times</p> <p>Current world circumstances are creating a new awareness of trauma. Faculty will discuss the impacts of trauma on students and share considerations for creating more trauma-informed classrooms. This includes consideration of sensitive subject matter, the support of student resilience, and creating a sense of safety in virtual and classroom settings.</p> <p><u>Amanda Bequette</u> Assistant Teaching Professor, Psychological Sciences</p> <p><u>Erin Whitteck, Ph.D.</u> Assistant Director, Center for Teaching and Learning, University of Missouri at UMSL</p>		
<p>50-minute Sessions</p>	<p>Integrating Digital Safety and Citizenship across Disciplines</p> <p>This session will share resources and ideas for integrating digital safety concepts into curriculum for all disciplines while advancing the responsibilities of online citizenship. Participants will come away with design ideas for faculty development initiatives to integrate a tailored teaching module into their curriculum to address risks students encounter with online education, research, and social interactions; and, how to guide them regarding their digital citizenship responsibilities.</p> <p><u>James Curtis</u> Assistant Professor and Program Lead for MIS and Cybersecurity</p>		
	<p>Educational Video: Methods to Boost Student Engagement</p> <p>This interactive session will explore tech tools that can be utilized to enhance student engagement with short lecture videos. Participants will learn how to use Vizia, YouTube, and Kaltura for short quiz embedding. GitMind will be used to demonstrate concept mapping.</p> <p><u>Kathleen Beardsell</u> Instructional Designer, Maryville University</p> <p><u>Lindy Rossow</u> Assistant Professor of Exercise Science, Maryville University</p>		

	<p>Instructional Designers: The Superheroes You Didn't Know You Needed</p> <p>Did you know you have superheroes on your campus? Come find out what instructional designers can bring to your course design, development, and delivery. This powerhouse team of IDs shares their superpowers and feats of strength that have saved the day for many faculty in distress. They can save you from your arch nemeses: lack of student engagement, disorganization in your course, lengthy and boring lectures, and discouraging course evaluations. Tune in to today's workshop and suit up to learn how to develop your own superpowers.</p> <p><u>Jennifer Albat</u> Instructional Designer, Southern Illinois University Edwardsville</p> <p><u>Angie Beyer</u> Instructional Designer, Southern Illinois University Edwardsville</p> <p><u>Matthew Schmitz</u> Instructional Designer, Southern Illinois University Edwardsville</p> <p><u>Pamela Williams</u> Instructional Designer, Southern Illinois University Edwardsville</p>			
	9:30-9:55	10:00-10:25		
50-minute Sessions	<p style="text-align: center;">Flexible Exam Proctoring for the Entire Campus</p> <p>Many types of online testing occur at a university, each requiring a different approach for exam integrity. LockDown Browser and Respondus Monitor provide the flexibility needed across an entire institution – whether testing takes place in classrooms, testing centers, remote settings, or HyFlex classes. In this 30-minute session, see how you can address integrity in each of these scenarios. You'll also learn how to evaluate remote proctoring from privacy, security, and cost-efficiency standpoints.</p> <p><u>Arie Sowers</u> Respondus, Assessment Tools for Learning Systems</p>	<p style="text-align: center;">Hy-Flex, Mixed Modalities, and Moral Injury: The Elephant in the Zoom</p> <p>Through this interactive session, we hope that participants will not only recognize the factors that may contribute to their feelings of moral injury and burnout while teaching Hy-Flex and Mixed modality classes, but also develop strategies for coping with these feelings and adapting their courses accordingly.</p> <p><u>Fu Gene Chin</u> Associate Professor, Southeast Missouri State University</p> <p><u>Brooke Hildebrand Clubbs</u> Assistant Professor, Southeast Missouri State University</p>		
	Virtual Exhibit Hall and Meeting Space Open		Not Staffed during Keynote	Virtual Exhibit Hall and Meeting Space Open
	View Tech Trek Videos and engage on our asynchronous online discussions (via Canvas)			

Wednesday, September 29, 2021 – AFTERNOON

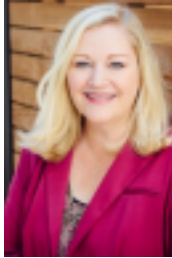
	1:00-2:30	
90-minute session	<p>90-Minute Keynote Workshop: Increasing Student Motivation through Metacognition: Strategies that Work Presented by Dr. Saundra Y. McGuire <i>Note: This is a follow-up workshop to the morning keynote and it is recommended attendees have also attended that session.</i></p>	
	1:00-1:50	2:00-2:50
50-minute session	<p>Establishing Social Presence in Online Asynchronous Programs Using Reflexive Practice and Multimedia</p> <p>An inclusive social presence is foundational to creating a community of inquiry for critical thinking and discourse in online asynchronous programs. When a diverse group of students feel the freedom and emotional safety to be their individual selves, openly communicate, and are personally and emotionally connected to the group, a strong social presence has been established (Garrison, 2017). This presentation discusses how to foster an inclusive social presence using reflexivity, reflection, e-learning design principles (Mayer, 2017), and technological tools (Zoom, iMovie, Bitmoji, Keynote) to create a strong online community of inquiry wherein all students can thrive.</p> <p><u>Laura Flores Shaw, Ed.D.</u> Assistant Professor, Johns Hopkins University School of Education</p>	<p>Creating a Self-Paced Faculty Development Course: Considerations and Initial Steps</p> <p>Are you interested in providing faculty development through self-paced modules or courses? Even before COVID, there was a growing need for online and asynchronous options for faculty development. In this presentation you will learn more about the benefits and challenges of developing self-paced professional development courses for faculty and will explore whether a self-paced course could help you to meet your faculty development goals.</p> <p><u>Jane Hammons</u> Teaching and Learning Engagement Librarian, Ohio State University</p>

<p>50-minute session</p>	<p>Human Focused, Technology Assisted Proctoring: A Guide for Faculty and Students</p> <p>Whether it's powered by human intelligence or artificial intelligence, the purpose of any exam security measure is to maintain fairness, create a level playing field and protect the integrity of an academic qualification. Institutions may have access to a multitude of tools to help them achieve this objective. Faculty must return to this purpose before introducing any new technology that may impact the fairness and reliability of the measures they are implementing. PSI has always operated under the principal that proctoring student's exams remotely is a human-centric process that can be assisted by technology, but never wholly facilitated by technology. The reliance on AI and machine learning algorithms alone, without human objectivity, for such a task like making determinations on human behavior, is a risky proposition. Many students have attested to this point over the past year and have demanded more transparency and accountability from their institutions and the technology vendors. Join us for this session that will address some key points faculty should consider when assessed against the measures of fairness and reliability.</p> <p><u>Mark Musacchio</u> Senior Director of Sales, PSI Services, PSI Online</p>	<p>Equity in Every Classroom: Effective Instruction Matters</p> <p>The need for effective, equitable instruction could not be greater. Whether teaching online, in-person, or hybrid, the key to student success is to create welcoming and inclusive learning environments that promote equitable and successful outcomes for every student. Research has shown that students from underrepresented groups often face additional challenges. By implementing evidence-based practices, faculty create learning environments where all students feel they belong and have the opportunity to achieve at high levels. This session will focus on how effective instruction can help institutions and faculty close equity gaps, achieve better student outcomes, and empower students in the classroom.</p> <p><u>Carmen Macharaschwili</u> Academic Strategy Consultant, Association of College and University Educators (ACUE) <u>Mwauna Maxell</u> Psychology Faculty, Association of College and University Educators (ACUE) <u>Ashlee Brand</u> ACUE Facilitator; Associate Professor of English and Women's Studies <u>Jonathan Cisco</u> Associate Director, Teaching for Learning; Assistant Teaching Professor, Learning, Teaching, and Curriculum Association of College and University Educators (ACUE)</p>
<p>50-minute session</p>	<p>Increasing Engagement By Using 15-Second Reflection Videos</p> <p>Asking students to reflect on their learning is well-established as a beneficial exercise. Traditional methods involve written responses or journaling to guide their reflections on what worked or did not work for them, or how they can improve their learning habits. We would like to share how compelling and useful the 15-second reflection video is for student reflection and for student-faculty interaction. Today's learners have been immersed in a world of technology and social media such that a reflection video is the most natural form of communication regarding their learning. We will share the framework of this powerful learning tool, how the reflections fit into the context of our courses, and how the videos substantially aided in connecting with our students. Note: we used this in communications and physics courses--two very different disciplines. Reflection videos can be beneficial in engaging hard to reach learners in most disciplines.</p> <p><u>Candace Chambers Colbeck</u> Professor of Chemistry, Maryville University <u>Leighanne Heisel</u> Associate Teaching Professor, Department of Communication & Media, UMSL</p>	<p>The Student Perspective on Online Course Design Utilizing PowerPoint to Facilitate Project-Based Learning</p> <p>Ever wanted to know what students really like in online courses? Curious about how the pandemic has affected student perceptions of online courses? Come to this session and learn from a panel of experienced graduate students who also serve as Online Course Mentors embedded in UMSL online courses. We will share design strategies that are our personal favorites and what we have seen not work well. You will have an opportunity to ask questions about student perspectives on your course design ideas or just take away new ideas to tweak your courses and improve your students' experience.</p> <p><u>Breon Rose</u> Online Course Mentor, University of Missouri at Saint Louis <u>Ericka Cables</u> Online Course Mentor, University of Missouri at Saint Louis <u>Molly Brady</u> Online Course Mentor, University of Missouri at Saint Louis <u>Kristen Wilke</u> Manager, Missouri Online, University of Missouri at Saint Louis <u>Nicole Egelhofer-Wells</u> Doctoral student, Educational Leadership; Online Course Mentor, University of</p>

		Missouri at Saint Louis			
		1:00-1:25	1:30-1:55	2:00-2:25	2:30-2:55
25-minute session	<p>Converting Virtual Classes to Flipped - What Works, What Does Not</p> <p>A question that we are not so sure the answer yet is "Are we done with virtual classes"? This talk will share the lessons learned from virtual flipped classrooms to be ready for any future virtual classroom situation.</p> <p><u>Lasanthi Gamage</u> Assistant Professor, Webster University</p>	<p>Engaging Students in the Virtual Learning Environment using a Collaborative Online Annotation Tool – Hypothes.is</p> <p>Participants will walk away of this session with a clear idea of what using this type of tool entails, its benefits and its challenges, and a list of curated resources if they decide to implement it for their own teaching.</p> <p><u>M. Emilia Barbosa</u> Missouri University of Science & Technology</p>	<p>Beyond the Classroom: Going Virtual with K-12 STEM Outreach Events</p> <p>In this session, we will present our work using Zoom to conduct virtual outreach events in St. Louis area elementary schools. We will outline practical, time-saving tips for recruiting student leaders to develop STEM activities and assemble safe and cost-effective kits to send home with students. Attendees will receive two sample chemistry activities.</p> <p><u>Giftly Blankson</u> Assistant Professor of Chemistry, Maryville University <u>Natalie Ulrich</u> Assistant Professor of Chemistry, Maryville University <u>Anuradha Vummenthala</u> Associate Professor of Chemistry</p>	<p>Practical Guidelines for Providing Students with Audio Feedback</p> <p>Providing feedback to students by audio commentary is challenging. In this session, you will learn strategies and approaches for ensuring that your commentary impacts student learning.</p> <p><u>Dave S. Knowlton</u> Professor of Instructional Technology & Co-Host of The Learning Vibes Podcast Southern Illinois University Edwardsville</p>	
	25-minute session	<p>Face to Face, Hybrid, Online: We've got your Biology and Anatomy courses covered!</p> <p>An introduction to Visible Body Courseware with our new Biology content, as well as our established Anatomy & Physiology content. Simple course design and set up with premade courses that are completely customizable. Utilize our 3D images to improve student outcomes regardless of the instruction delivery method. Leave the session with concrete ideas on how to use and assign our content to your students.</p>	<p>Moving Beyond the Traditional Essay</p> <p>Ever feel like your students are stuck in a rut writing the same 'ole formula essays semester after semester? Moving Beyond the Traditional Essay will provide attendees with research-based rationale and teaching techniques and strategies for use in the composition classroom. Although the topic could be applied to almost any course, focus will be placed on ESL and developmental writing classrooms.</p> <p><u>Brooke Helling</u> ESL Professor Saint Charles Community College</p>	<p>Spark Up Your Life with Adobe Spark</p> <p>With Adobe Spark students can create images, webpages, and videos on the web. There are SO many instructional uses for these tools they can't be listed in this description, Adobe Spark also works great with LMS like Canvas. In this session you will be introduced to using Adobe Spark and create a post you can use to earn your Adobe Creative Educator Badge in the Adobe Education Exchange.</p> <p><u>Katherine Jo Fielding</u> Instructional Technology Coach, Prince William County Schools</p>	<p>Using Keynote or PowerPoint to Make an Interactive Learning Experience</p> <p>Watch one of these videos (see link below) <i>before</i> attending the session.</p> <p>These videos demonstrate how to use a slide presentation tool for a purpose other than slide presentation! One link is for PowerPoint and the other is for Keynote. (It is possible to do this with Google Slides, too.)</p> <p>The videos show how you can make an interactive "document" that students can use much like an app for independent learning or review.</p>

	<p><u>Rachel Buchanan</u> Sales Director for Visible Body</p>			<p>No programming skills are required. The finished product is not like anything you've ever done with your slide deck before.</p> <p>Watch either of these <i>before</i> the session.</p> <p>Making Interactive Documents Using PowerPoint Making Interactive Documents Using Keynote on an iPad</p> <p>The session is Q & A over the videos and pedagogical use.</p> <p><u>Candace Chambers Colbeck</u> Professor of Chemistry, Maryville University</p>
<p>25-minute session</p>	<p>Three Organizers for Instructors of Online Courses</p> <p>Join us in learning the reasoning behind building three organizers for online classes, then review templates of each. Participants will leave the session able to design personalized organizers for their own online classes!</p> <p><u>Laura Schisler, Ph.D.</u> Assistant Professor, Teacher Education, Missouri Southern State University</p>			
	<p>Virtual Exhibit Hall and Meeting Space Open</p>		<p>Last chance to submit Door Prize Cards!</p>	<p>GatherTown Closed</p>

Thursday, September 30, 2021 – MORNING

	9:30-10:20	10:30-12:00	12:00-1:00
50-Minute Session	<p>I.D.E.A. Nominee Presentations</p> <p>Every year we seek nominations for instructors and instructional designers doing innovative things in their classroom. This year we reimagined the recognition to focus on Inclusion, Diversity, and Equity. This panel will feature the 5 finalists for instruction. Come and see what it takes to be a finalist for our IDEA recognition. You can find a description of our finalists and their nominations here. The winner will be announced at the Award Winning Teachers Panel on Friday at 1:00 PM.</p> <p><u>Presenter: Erin Whitteck, PhD.</u> Assistant Director, Center for Teaching and Learning, University of Missouri at Saint Louis</p>	<p>KEYNOTE</p> <p>Igniting Our Collective Imagination</p>  <p>Presenter: Dr. Bonni Stachowiak</p> <p>Dr. Stachowiak is Dean of Teaching and Learning and professor of Business and Management at Vanguard University of Southern California and host of the Teaching in Higher Ed podcast.</p>	<p>LUNCH (unstructured time)</p> <ul style="list-style-type: none"> • Stop by the Exhibit Hall • Search the Gather.town space for fun Easter eggs • Connect with colleagues from the region around the country • View the Tech Trek videos and engage in our online discussion boards
50-Minute Session	<p>Recovering from Remote: From Pandemic Teaching to Online by-Design</p> <p>Now that faculty have been teaching during a pandemic for over a year, how do we, as instructional developers, support faculty who are moving away from teaching remotely during a crisis to intentionally designing online courses? In pursuit of answering these questions, an instructional designer with WashU's Center for Digital Education will facilitate an interactive roundtable discussion with seven educational developers representing WashU's University College, McKelvey School of Engineering, Arts and Sciences, School of Medicine, and the Olin Business School. Participants will be actively encouraged to discuss with panelists how they, too, approach emergency instructional design and development versus online-by-design course and faculty development.</p> <p><u>Amanda B. Albert</u> Instructional Specialist, Arts & Sciences, Washington University in Saint Louis</p> <p><u>Jason Crandall</u> Director, Learning Innovation and Design, McKelvey School of Engineering, Washington University in Saint Louis</p> <p><u>Lindsay Meador</u> Instructional Specialist, University College</p> <p><u>Nina Kim</u> Associate Director, Center for Digital Education, Washington University in Saint Louis</p> <p><u>Meghann T. Pytko</u> Instructional Specialist, McKelvey School of Engineering, Washington University in Saint Louis</p> <p><u>Meghan Radcliff</u> Instructional Specialist, Arts & Sciences, Washington University in Saint Louis</p>		

	<p><u>Emily W. Thompson</u> Director of Online Programs, Washington University in Saint Louis</p> <p><u>Michaela Thornton</u> Instructional Designer, Center for Digital Education, Washington University in Saint Louis</p>			
<p>50-Minute Session</p>	<p>Sparkling Creativity in your Course</p> <p>As we learn to add graphics to our syllabus in order to make the content easier to read, and we are encouraged to use graphics or add video to deliver course content, we look for tools to make our task easier. In this session, we will hear from one faculty member who discovered the wonders of Adobe Spark. You will hear how she uses the tool to create an interesting syllabus, and how she uses Spark with students in the classroom.</p> <p>This is a hands-on session. Please set up your free Adobe Spark account so that you can create along with us. Visit spark.adobe.com to create your free account before the session.</p> <p><u>Jill Alexander</u> University of Missouri - St. Louis</p>			
<p>50-Minute Session</p>	<p>Virtual Escape Rooms for Engaging Learners</p> <p>Virtual escape rooms are a creative, technology-based method to engage learners in any setting. An overview of evidence and step-by-step instructions will be provided. Attendees will leave the session with a simple virtual escape room created and ready to implement using Google Forms.</p> <p><u>Erica Frost</u> MSN, RN, CNE, CCRN-K Saint Louis University</p>			
	<p>9:30-9:55</p>	<p>10:00-10:25</p>		

<p style="text-align: center;">25- minute session</p>	<p style="text-align: center;">Finding the Sweet Spot: The Intersection of Technology, Pedagogy, and Mathematics in Preservice Training</p> <p>The purpose of this research was to look critically at successful technology integration in teacher preparation program math methods course.</p> <p style="text-align: center;"><u>Barbara Martin</u> Assistant Professor Southern Illinois University Edwardsville</p>	<p style="text-align: center;">Devising a Formative Virtual Assessment using Asynchronous and Synchronous Platforms</p> <p>This session will share a multi-platform, innovative, virtual assessment challenge to engage students and assess their understanding of theoretical concepts and ability to apply this knowledge to real life scenarios. Strategies to design similar assessments in other fields will be provided along with tips to create discipline-based situations and guidance in planning and developing interactive structured discussions to facilitate critical thinking skills. The presenters will interact with the other participants fostering an environment to exchange ideas and create preliminary plans.</p> <p style="text-align: center;"><u>Nathalia Garcia DDS, MS</u> Chair Applied Dental Medicine Department, Section Head of Periodontics, Associate Professor, Southern Illinois University School of Dental Medicine</p> <p style="text-align: center;"><u>Sara Whitener, DDS, MS</u> Clinical Assistant Professor, Department of Applied Dental Medicine, Section of Periodontics</p>		
	<p style="text-align: center;">Get the F.A.C.T.s for Effective Online Learning (Facilitating Active Community of Inquiry Using Technology)</p> <p>Join us to gain tools and techniques to build an engaging online courses based on the Community of Inquiry (COI). Innovative implementation of the COI framework creates the foundation for effective educational</p>	<p style="text-align: center;">Flexible Exam Proctoring for the Entire Campus</p> <p>Many types of online testing occur at a university, each requiring a different approach for exam integrity. LockDown Browser and Respondus Monitor provide the flexibility needed across an entire institution – whether testing takes place in classrooms, testing centers, remote settings, or HyFlex classes. In this 30-minute session, see how you can</p>		

	<p>experiences for students, elevates retention, and promotes student satisfaction. In addition, promotes rewarding experiences for faculty!</p> <p><u>Jan Albers</u> Assistant Professor of Nursing - McKendree University</p> <p><u>Richelle Rennegarbe</u> Nursing Division Chair/Professor of Nursing at McKendree University</p>	<p>address integrity in each of these scenarios. You'll also learn how to evaluate remote proctoring from privacy, security, and cost-efficiency standpoints.</p> <p><u>Arie Sowers</u> Respondus</p>		
<p>Virtual Exhibit Hall and Meeting Space Open</p>		<p>Not Staffed during Keynote</p>		<p>Virtual Exhibit Hall and Meeting Space Open</p>
<p>View Tech Trek Videos and engage on our asynchronous online discussions via Canvas.</p>				





Pick up a copy of either or both of our Keynoters' books and other great teaching with technology titles at a 30% discount using the FTTC conference code FTTC21. [For more details see Stylus's website.](#) Offer expires October 31, 2021.

Thursday, September 30, 2021 – AFTERNOON

1:00-2:30		3:00-3:15
90- Minute Keynote	<p>90-Minute Keynote Workshop: Translating Our Intentions into Action: Authentic Productivity Approaches Presented by Dr. Bonni Stachowiak</p> <p><i>Note: This is a follow-up workshop to the morning keynote and it is recommended attendees have also attended that session.</i></p>	
50- Minute Sessions	1:00-1:50	2:00-2:50
	<p>Creating Moments of Engagement Through the Doer Effect</p> <p>Research clearly indicates the benefits of metacognition, encouraging students to think about their own learning. Social mandates have further transformed education modalities for all learners. Luckily Nearpod technology elevates previous voice over lecture to further expound on active learning pedagogies. Welcome to connecting the dots through the "doer" effect....you will never lecture the same way again.</p> <p><u>Jennifer Vines</u> Director of Nursing Simulation /Assistant Teaching Professor, College of Nursing, University of Missouri-St. Louis</p> <p><u>Daniel Behan</u> Nearpod</p>	<p>Documenting and Applying Evidence-based Teaching: Online, On-ground, and Everywhere Else</p> <p>During the last year we instructors had the opportunity to experiment with new online teaching techniques and technologies. But how do we know that they worked? Using evidence-based teaching practices helps us to design, explore, test, and document new techniques and technologies, and allows us to keep the best of these strategies to make our classes more inclusive, authentic, and equitable--regardless of modality. In this presentation, we will provide examples of and help you identify and document evidence-based teaching practices.</p> <p><u>Heather Hunt</u> Associate Professor, University of Missouri Columbia</p> <p><u>Dorina Kosztin</u> Teaching Professor, University of Missouri Columbia</p> <p><u>Bethany Stone</u> Teaching Professor, University of Missouri Columbia</p>
50- Minute Sessions	<p>Learning to Think Like an Instructional Designer</p> <p>Are you planning to work with an instructional designer, rethinking your course development process, or just looking to improve your own course? This session is geared toward instructors and administrators, with a focus on practical takeaways from an instructional design perspective.</p> <p><u>Zak Mussig</u> Director, Academic Technology University of Missouri at Saint Louis</p>	<p>Prevent Cheating in CS & Engineering Programming Tasks with zyBooks</p> <p>While some students are returning to campus, the risk of them cheating themselves out of learning is here to stay. Save yourself and your students time and frustration with our one-stop, interactive learning tool. Encourage your students to engage while discouraging them to cheat. Learn how to prevent and detect cheating in your class by:</p> <ul style="list-style-type: none"> ● Using integrated tools that reflect student effort ● Running reports that compare the similarity of coding submissions ● Celebrating mistakes as a learning opportunity thanks to instant feedback and detailed explanations <p>Join zyBooks' Customer Success Engineer Dr. Matthew Nelson as he shows how easy it is for you to support your students on their path to programming success.</p>

		<p><u>Matthew Nelson, Ph.D.</u> (he/him/his) Customer Success Engineer at zyBooks, A Wiley Brand</p>	
<p>50- Minute Sessions</p>	<p>Stop! Collaborate & Listen: Engaged Pedagogy in the Graduate Classroom</p> <p>The goal is to help faculty to understand the importance of stopping to listen to the needs of their learners and think about the learning process collaboratively. This interactive session will allow participants to walk through an example of what it looks like to collaborate with their students in real time.</p> <p><u>Candace N. Hall, Ed.D.</u> Assistant Professor Southern Illinois University at Edwardsville</p>	<p>The Power of Interdisciplinary Faculty Peers during the Pandemic and Beyond</p> <p>This session will be led by an interdisciplinary team of faculty members (at all ranks) who have coordinated and participated in past interdisciplinary faculty groups that were formed around the topic of pandemic teaching challenges (e.g., student in engagement in synchronous classes, lab courses, group work in online classes, internships, and field projects). It is our goal to share the experiences of what we learned, including the benefits and takeaways of this type of peer group. We will also model the process through facilitated breakout sessions, so participants of this session can design, organize, and facilitate similar interdisciplinary faculty groups at their own institutions.</p> <p><u>Lynn Bartels</u> Psychology Professor, Director of Faculty Development <u>McKenzie Ferguson</u> Professor, Pharmacy Practice <u>Stephanie Huskey</u> Instructor & Internship Coordinator <u>Shannon McCarragher</u> Assistant Professor of Geography and Geographic Information Sciences <u>Rebecca Swartz</u> Assistant Professor, Teaching and Learning <u>Erin Vanderbunt</u> Assistant Professor of Exercise Science <u>Pamela Williams</u> Instructional Designer</p> <p>Southern Illinois University</p>	
<p>50- Minute Sessions</p>	<p>Using Alternative Grading In Any Course: An Interactive How-To</p> <p>Prior to the pandemic, as educators we had increasingly experimented with alternative grading approaches, such as mastery or specifications grading. The global shift to predominantly remote teaching further highlighted the need for a re-evaluation of what grades mean and how they are used. Join us to engage in a conversation around ungrading and adaptations for medium+ (>300 students) sized courses, sequential courses, and activity based courses, like labs. We will also discuss courses that rely on graduate and/or non-graduate student Teaching Assistants (TAs) and how alternative grading approaches impact their role.</p> <p><u>Ryan Houser</u> Rutgers-Newark University <u>Courtney Sobers</u></p>	<p>Networking Session: Anti-oppressive Pedagogies Networking Session (by role)</p> <p>In this networking session we will continue the discussion started in Nicole's session "Anti-oppressive Pedagogies in the Online Learning Environment." But even if you weren't at that session, please join us to connect with others interested in this topic, share resources and ideas and make amazing, lasting connections!</p> <p><u>Nicole Egelhofer-Wells</u> Doctoral student, Educational Leadership; Online Course Mentor, University of Missouri at Saint Louis</p>	

	Assistant Teaching Professor, Chemistry Rutgers-Newark University				
25- Minute Sessions	1:00-1:25	1:30-1:55	2:00-2:25	2:30-2:55	
	<p>Anti-oppressive Pedagogies in the Online Learning Environment</p> <p>Anti-oppressive pedagogies seek to promote transformative learning and social justice by emphasizing critical reflection and discourse, collaborative learning, centering students' experiences, and democratizing the student-teacher relationship. This presentation will highlight strategies for effectively implementing anti-oppressive pedagogies in the online learning environment. Special attention will be given to challenges online instructors may encounter as well as how the online environment may promote and/or constrain the use of anti-oppressive pedagogies.</p> <p><u>Nicole Egelhofer-Wells</u> Doctoral student, Educational Leadership; Online Course Mentor University of Missouri at Saint Louis</p> 	<p>Be an #A11Y: Creating Accessible Content</p> <p>Making your digital classroom content accessible isn't an option, we have so many stakeholders who have various needs and we need to make sure our content reaches all of them. In this session learn the most important things you can do to ensure your content is accessible to all students.</p> <p><u>Katherine Jo Fielding</u> Instructional Technology Coach, Prince William County Schools</p> 	<p>A HyFlex (Face-to-Face & Online) Academic Library Curriculum Module for Graduate Students</p> <p>Graduate students face particular information-literacy challenges that are often exacerbated in a HyFlex (face-to-face and online) environment. This session will present an academic library curriculum model that faculty and staff who work with graduate students can use in both in-person and online formats to help graduate students overcome these challenges. Participants will leave with concrete ideas to help them begin the process of using a HyFlex model to teach information literacy skills to graduate students in their own contexts.</p> <p><u>Liz Burke</u> Assistant Professor, ESL Department Saint Louis University</p>	<p>Building Diversity Training into Your Classroom</p> <p>This presentation describes to the need for enhanced diversity & inclusivity training across curriculum. Specific examples of content and integration into the classroom will be shared. Participants will be challenged to evaluate their existing diversity and inclusivity training as well as possible ways to enhance integration of what's available to them and not being utilized as well as identification of obvious gaps in available resources. Participants will evaluate how they utilize the content in their curriculum, as well as providing ways to integrate within the classroom and identify existing resources</p> <p><u>Jaidelynn Rogers</u> Counseling Psychology Doctoral Candidate, Southern Illinois University Carbondale <u>Kelli Whittington</u> Assistant Professor & Program Director, Nursing, Southern Illinois University Carbondale</p>	

25- Minute Sessions

Grade Faster Using Better Feedback in Remote Assessments

Crowdmark enables educators to grade paper-based and digital assessments 3x faster than traditional workflows, while leaving richer feedback for students. Crowdmark's grading and assessment platform helps educators easily create assignments and exams with text entry and multiple-choice questions. For more complex assessments, students can submit Markdown and LaTeX responses and upload images of their handwritten work. This assessment solution is designed with your specific needs in mind. In this informational demo, instructor and platform user, Xinli Wang, will show:

- Assessment types and student submission options
- Rich feedback options, including individualized and standard comments
- Question scoring and tagging
- Shortcuts and efficiencies that make grading faster

Join us as we walk through the essential features of the Crowdmark platform.

Xinli Wang, Ph.D.
Crowdmark

When the Student Becomes the Master - Mastery-based Grading

Mastery-based learning helps students embrace a growth mindset. This innovative method focuses on formative feedback to help students work toward mastery of course topics and learning objectives. This session will give a brief overview of master-based learning and discuss how to assess and grade student mastery. Learn how practitioner, Xinli Wang, uses Crowdmark to deliver this mindful approach to teaching and learning.

Xinli Wang, Ph.D.
Instructor of Mathematics
Crowdmark; University of Manitoba

Go Team!: 10 Tips for Building Successful Instructional Design Teams

Everyone's an expert at something, and our varied subject matter expertise is what makes instructional design teams work. But, it also requires trust and understanding. Join an award-winning team to learn its top 10 takeaways for fostering success, turning disagreements into opportunities, and keeping your project focused on the main goal -- designing an excellent course for your students.

Carmen Beck
Manager, Instructional Design,
Missouri Online
Angela Knoerr
Instructional Designer, Missouri
Online
Brad Mitchell
Amy Simons
Professor, Missouri School of
Journalism

Utilizing Socrative Teacher/ Student App to Engage, Assess Students in the Classroom

Socrative teacher/student app could be used in couple of different ways from quizzing the students, critical thinking, engage students in group activities and exit survey that helps faculty to get feedback from students and adjust the pedagogy during the semester if needed. Socrative app could be used for assessment, engagement and feedback. This presentation explains the various features of Socrative teacher/student app, how to utilize them in your courses.

Sharmila Sivalingam
Assistant Professor of
Mathematics/Coordinator, Pre-Health
Professions
Maryville University

Virtual Exhibit Hall and Meeting Space Open	Last chance to submit your Door Prize Cards!	Closed
View Tech Trek Videos and engage on our asynchronous online discussions via Canvas.		

Friday, October 1, 2021 – MORNING

	9:30-10:20	10:30-11:20	11:30-12:00
50- Minute Sessions	<p>Better Assessment: A Strategy that Fosters Student Engagement</p> <p>Fall semester has begun and whether your return consists of hybrid or mainly in person classes the focus still remains- how to ensure our faculty are assessing in a way that improves student outcomes while keeping them engaged and present in their learning. In this session we will discuss how you can utilize Gradescope to turn an in-class (or synchronous remote) quiz into a cooperative group learning experience!</p> <p><u>Lyn Riverstone</u> Institutional Partnership Lead TurnItIn/ Gradescope</p>	<p>Get FIT! How We Fueled Innovative Teaching with Technology</p> <p>Many faculty have innovative ideas to incorporate new technology into their teaching but need support from their institution, so the SCC Online and eLearning department created the FIT (Fueling Innovative Technology) Academy to provide faculty the space, time, resources and community they needed to develop and implement purposeful technology innovations. The session will include a panel of instructional designers discussing the academy framework, structure, and implementation and faculty sharing their innovation projects and reflecting on their academy experiences. The session will include breakout rooms in which attendees of the session will have an opportunity to engage with a sample of the tech tools and innovations developed during the FIT academy and ask questions about the academy design and logistics.</p> <p><u>Joe Baumann</u> Assistant Professor of English <u>Jerol Enoch</u> Instructional Designer <u>Sara Hemmann</u> Nursing Instructor <u>Katy Morris, MSN, RN</u> Instructor of Nursing <u>Jayme Novara</u> Associate Professor of English <u>Monica Swindle</u> Instructional Designer and Adjunct Instructor <u>Ranya Taqieddin</u> Assistant Professor of Biology</p> <p>Saint Charles Community College</p>	<p>NETWORKING SESSIONS</p> <p>By Region</p>

	<p>Creating a Sense of Belonging with NameCoach Teaching Feedback as a Transferable Skill: Supporting Peer Review</p> <p>NameCoach is an easy-to-use tool that enables students, faculty, and staff to record how their name should be pronounced, identify their personal pronouns as well as provide their honorifics, preferred names etc. This session will go over the functionality of NameCoach and leveraging the tool to empower individuals in the community by creating a sense of belonging.</p> <p><u>Lisha Bustos</u> Skaggs School of Pharmacy <u>Neha Bandekar</u> Director of Customer Success NameCoach Inc.</p>	<p>How to Turn Your Class into a Publication: An Example of Practical Research in the Classroom Social Annotation Across the Disciplines</p> <p>In this workshop, we'll use a published SoTL project on helping students read and overcome difficult texts as our guide to a simple and pragmatic process of crafting a scholarly project around your class. We'll go behind the scenes of teaching and learning scholarship and explore ways you could take a similar SoTL approach to your classrooms.</p> <p><u>Jonathan Cisco</u> Associate Director, Teaching for Learning; Assistant Teaching Professor, Learning, Teaching, and Curriculum, University of Missouri</p>	
	<p>Using Transparent Assignments to Advance Equitable Teaching and Increase Student Performance</p> <p>This multidisciplinary panel session will address the challenges of providing clear assignment guidance and instructions to students. Utilizing the Transparency in Learning and Teaching (TILT) transparency framework (of purpose/task/criteria) we will share a simple way to adjust assignment instructions that can promote students' conscious understanding of how they learn and reduce systemic inequities. Evidence shows substantial improvement in student performance with use of the TILT framework for all students but especially first-generation students, under-represented and minoritized students, non-traditional age students, and low income students. In this session, reflect on ways to make small tweaks to your assignment instructions that will help build: academic confidence, sense of belonging, mastery of skills employers value for your students. And save you and your students time by focusing energies on the quality of the assignments and not the logistics.</p> <p><u>Shannon Ahrndt</u> Assistant Teaching Professor, Communication and Media <u>Sanjiv Bhatia</u> Professor, Computer Science <u>Keeta Martin Holmes</u> Assistant Vice Provost for Academic Innovation and Director, Center for Teaching and Learning <u>Kamila White</u> Associate Professor, Dept of Psychological Sciences</p>	<p>The Application UDL Principles in Online Course Design to Improve Students' Learning Experience</p> <p>With the rapid growth in online learning within higher education, it is essential for the universities to implement inclusive design principles and validate standards for online courses to ensure quality student learning experience for students with and without disabilities. The Universal Design for Learning (UDL) framework is widely used to optimize student learning by including student choice of content, process, and product in design. This session is guided by the framework to discuss the challenges in its application and seek the best practices to proactively remove barriers in various learning environments through curriculum design which makes both content and pedagogy accessible to support the best learning experience for student with and without disabilities (CAST, 2011; Xie & Rice, 2020).</p> <p><u>Jingrong Pearl Xie</u> Instructional Designer <u>Grace Zhou Seo</u> Instructional Designer University of Missouri at Saint Louis</p>	

	University of Missouri at Saint Louis				
	<p>Teaching Feedback as a Transferrable Skill</p> <p>We will discuss the development, roll-out, and professional development associated with our first attempts to create a “feedback scaffold” for our program. Because our program supports a largely online student population, our scaffold meets the challenges of giving feedback asynchronously. Participants will be divided into groups for a hands-on activity, followed by a discussion, and then Q&A.</p> <p><u>Vaughn Anderson</u> Assistant Professor of English and Humanities</p> <p><u>Christina Branson</u> Instructor of English</p> <p><u>Liz Jacoby</u> Adjunct Professor of English</p> <p><u>Alexander Wulff</u> Director of Writing and Multimodal Composition</p> <p>Maryville University</p>		<p>Prioritizing Privacy and Security in Remote Learning Environments</p> <p>Privacy and security stand at the forefront of test-taker and administrator concerns as many organizations begin to transition their educational programs online. Protecting test-taker data while simultaneously upholding the integrity of assessments is crucial in remote learning environments. Join Proctorio for this session as we discuss the importance of prioritizing user privacy and exam security in distance learning programs. Learn how Proctorio’s Learning Integrity Platform can support institutions in expanding and securing their remote education programs with our full suite of customizable exam settings and services.</p> <p><u>Ivan Babovic</u> Proctorio</p>		
25- Minute Sessions	9:30-9:55	10:00-10:25	10:30-10:55	11:-00-11:25	
	<p>Exploring OER Benefits in Online Courses</p> <p>The use of OER shows great potential in addressing equity issues in higher education. This presentation aims to explore effective OER practice and discuss pedagogical benefits to allow instructors and instructional designers to explore quality course design and delivery. In this presentation, two instructional designers will share their experiences and cases related to the OER in the online course design.</p>	<p>A Tactical Roadmap to be a Virtual/Hybrid Rockstar</p> <p>You thought virtual/hybrid teaching was a short-term bandaid? It's a doorway to the future of higher education. This session will show you what tools, methods and strategies can be used to actively engage students in a variety of locations. This session will look NOTHING like a traditional Zoom.</p> <p><u>Dustin York</u> Associate Professor Maryville University</p>	<p>Mentoring in a Virtual Environment</p> <p>College students who are mentored benefit, compared to their un-mentored peers, in academic outcomes, feelings of self-efficacy, and even happiness (see Cramer & Prentice-Dunn, 2007 for review). Classic research in the subject suggests that mentorship is most effective when it is carried out in person (Luckhaupt et al., 2005), but more recent research suggests that online mentoring can also be an effective way of engaging</p>	<p>Custom Reporting for PharmD Curriculum</p> <p>This presentation will walk through the process used at UHSP to develop custom reports to evaluate student performance across the PharmD curriculum. This reporting system extends beyond program assessment and is intended to serve as the basis developing processes for quality question writing, remediation strategies, and course design improvements here at UHSP.</p>	

	<p><u>Grace Zhou Seo</u> Instructional Designer <u>Jingrong Pearl Xie</u> Instructional Designer</p> <p>University of Missouri at Saint Louis</p>		<p>students (Garcia-Melgar & Meyers, 2020). This session will explore ways in which instructors can virtually mentor their students in a variety of capacities: as research mentors, as advisors, as instructors, and as internship supervisors while using strategies such as shared agendas, group meetings with peers, scaffolded reflection assignments, and more.</p> <p><u>Amanda Joyce</u> Associate Professor of Psychology Murray State University</p>	<p><u>Emily Fetick</u> Lead Instructional Designer <u>Zak Mussig</u> Director, Academic Technology</p> <p>University of Health Sciences and Pharmacy in St. Louis</p>	
	<p>Science Labs Can Be Taught Remotely (and Inexpensively!)</p> <p>I will discuss my experiences with inexpensive lab "equipment" I have used or developed both in teaching and research including the Foldscope (an origami folded microscope), optics kits I created (using among other things a cat toy and 3D printed components), a simple telescope, and a sensitive light meter (made with over the counter parts for less than \$7). I will also provide feedback from students who used the equipment. We will talk about the advantages and disadvantages of this approach for remote learning, home-schooling, enrichment exercises, and as tools for students to create their own experiments.</p>	<p>Econ on the Go: Using Podcasts to Reinforce Learning</p> <p>John Horn and Shawn Bell will share how they created an original podcast series entitled, "Econ on the Go." Horn and Bell will discuss how they designed, recorded, and edited the podcast series as well as why the series was created in the first place: to reinforce challenging course concepts for students in Horn's graduate-level microeconomics class. In this session, the co-presenters will share (in pre-recorded podcast form) short samples from the podcasts as they discuss how and why they made the instructional and technical decisions they did. There will also be a live Q&A session with participants who have</p>	<p>Using the Formula Feature in Canvas to Assess Student Understanding</p> <p>The challenge educators face in effectively assessing student learning, whether in virtual, online, or hybrid classroom format, is not new. This session discusses Canvas LMS's quizzing feature - Formula Question. Participants will learn how to generate multiple versions for a single question to curtail cheating and gauge student understanding.</p> <p><u>Gifty Blankson</u> Assistant Professor of Chemistry <u>Dushanthi Herath</u> Assistant Professor of Mathematics <u>Sharmila Sivalingam</u> Assistant Professor of Mathematics/Coordinator,</p>	<p>Instructor-Led Collaborative Notes during Class</p> <p>Students hold technology at their fingertips during class, I'll demonstrate a method for harnessing that power. Create a shared document and build together during class.</p> <p><u>Sahar Joakim</u> Assistant Professor of Philosophy St. Louis Community College, Meramac</p>	

	<p><u>Carl Bassi</u> Curators' Distinguished Teaching Professor, College of Optometry University of Missouri at Saint Louis</p>	<p>questions about the podcast creation process.</p> <p><u>Shawn Bell</u> Media Production Manager, Center for Digital Education</p> <p><u>John Horn</u> Professor of Practice in Economics, Olin Business School</p> <p>Washington University of Saint Louis</p>	<p>Pre-Health Professions</p> <p>Maryville University</p>		
	<p>Using Padlet to Promote Collaboration and Critical Thinking</p> <p>Come join us to learn more about Padlet, where collaboration, critical thinking, and play intersect to encourage learning both asynchronously and synchronously. Using Padlet as a digital canvas, a humanities librarian and anthropology professor worked together to design playful activities for students to engage with information literacy. Through examples and hands-on activities, we will demonstrate a wide variety of Padlet applications that you can use in your instructional design. Here is the link to our session's Padlet.</p> <p><u>Cory Willmott</u> Professor of Anthropology</p> <p><u>Lora Del Rio</u> Humanities Librarian</p> <p>Southern Illinois University</p>	<p>Fostering Inclusiveness in a Virtual Classroom</p> <p>Learning from every experience we have had, we reflect on some takeaways that we've learned from the pandemic which will continue benefit teaching and learning, for instance, virtual office hours. During this session, I will share how I motivated and engaged all my students during my zoom classes with zoom features and creative online activities which encourage participation during the entire session as well as pacing class time.</p> <p><u>Qiang Dotzel</u> Teaching Professor University of Missouri at Saint Louis</p>		<p>New Cutting Edge Technology from Visible Body - 3D Anatomy and Biology</p> <p>Come and see what is new from Visible Body. Explore our new <i>Flashcards</i>. Create custom flashcards or use a premade deck. <i>Image Sharing</i> allows you to create your own unique views and share/assign them with students. Develop PowerPoint-like presentations with our fully interactive and customizable 3D models and share with your students with the expanded <i>Tour</i> functionality. Learn how to interact with and dissect our latest content offering - <i>Biology</i> including DNA, blood cells, (and more)!</p> <p><u>Rachel Buchanan</u> Sales Director for Visible Body</p>	

	Edwardsville				
	<p>Utilizing Podcast to Support Authentic Assignments</p> <p>Have you ever recorded a 2-hour lecture, uploaded it to your online classroom only to find just a few of your students make it past the first 5 minutes? Engaging students in a virtual asynchronous platform can be challenging, but it doesn't have to be. By pairing podcast-style videos with authentic assignments students stay engaged with course content and leave with a valuable artifact that supports real-world skills.</p> <p><u>Shannon Laine</u> Adjunct Faculty, Washington University</p>	<p>Tips for Using Wikipedia to Improve Critical Thinking and Communication</p> <p>Have you considered using a Wikipedia assignment in your course and wondered how it could enhance students skills in critical thinking and communication? We collected quantitative and qualitative data from our social science students to discuss the benefits and challenges of asking students to contribute to this global, online encyclopedia.</p> <p><u>Tristan Frampton</u> <u>Danielle Giffort</u> <u>Haris Mujovic</u> <u>Kendra Onoh</u> <u>Elizabeth Rattine-Flaherty</u> <u>Melanie VanDyke</u></p> <p>University of Health Sciences and Pharmacy in St. Louis</p>			

Virtual Exhibit Hall and Meeting Space Open

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Friday, October 1, 2021 – AFTERNOON

	12:00-1:00	1:00-2:30	2:30-2:45
<p>Via Zoom - links can be found Guidebook</p>	<p>LUNCH Stop by the Exhibit Hall, for one last chat and a chance to collect door prize codes.</p>	<p>ANCHOR SESSION: Effective Teaching: Tips from Award Winning Teachers Teaching award winners from co-sponsoring campuses offer insights and practical examples to illustrate low and high tech ways to hold students' attention and focus on learning.</p> <p>Institutions represented this year:</p> <ul style="list-style-type: none"> ● McKendree University, Darryn Diuguid, Professor of Education ● Missouri Baptist University, Diana Dell, Director, Master of Educational Technology, School of Education ● Missouri University of Science & Technology, Yun Seong Song, Assistant Professor, Mechanical and Aerospace Engineering ● Saint Louis University, Liz Burke, Assistant Professor, INTO-SLU ● Southern Illinois University Edwardsville, Alicia Plemmons, Assistant Professor of Economics, Economics & Finance, School of Business ● St. Charles Community College, Monica Hall-Woods, Professor, Biology ● University of Missouri - St. Louis, Joe Rottman, Associate Dean and Professor, Information Systems and Technology, College of Business Administration ● Washington University in St. Louis, Patricia Weisensee, Assistant Professor, Mechanical Engineering & Materials Science ● Webster University, Murray Farish, Associate Professor, Chair, and Director of Creative Writing, English Department 	<p>Wrap up & Door Prize Drawing</p>
<p>Last chance to submit your Door Prize Cards!</p>	<p>Closed</p>		
<p>View Tech Trek Videos and engage on our asynchronous online discussions (see Guidebook for link)</p>			