FTTC 2022: Focus on Teaching and Technology Conference

| **2** 25-Minute Concurrent Session | **5** 50-Minute Concurrent Session | **9** 90-Minute Concurrent Session |

| **A** Anchor Session | **L** Lunch | **T** Tech Trek Lightning Round |

SEPTEMBER 29 • THURSDAY

| 9:30am – 9:55am | 2 | **Amplifying Student Voice Today and Tomorrow Using Digital Portfolios** | Virtual |

Speakers: Janeal White

Digital portfolios offer students a viable platform for collecting and spotlighting their educational artifacts. After considering multiple online platforms for digital portfolio creation, participants will view a series of student exemplars selected for their inspirational qualities. Empowering post-secondary students to create and display their educational artifacts using digital portfolios, strengthens student autonomy and increases their marketable technology skills. Participants will leave this presentation with specific strategies to implement digital portfolios into their own on-campus or online learning environments.

| 9:30am – 10:20am | 5 | **Beyond the Discussion Forum: Engaging Students with Collaborative Annotation** | Virtual |

Speakers: Becky George, Leighanne M. Heisel, Clayton C Clark, Lisa Gilbert, Ph.D., Emille Taylor, Kelly Brown

Adding Hypothesis as an external tool to texts in your learning management system (LMS) supports student success by placing active discussion right on top of course readings, enabling students and teachers to add comments and start conversations in the margins of texts.

In this workshop, the Hypothesis team will discuss how collaborative annotation with Hypothesis can be used to make student reading active, visible, and social. In addition to demonstrating how Hypothesis can be used with course readings in your LMS, this session will feature a panel discussion of instructors and a student using the tool in their courses. The panel discussion will dive into best practices for using social annotation in a variety of courses, as well as discuss its impact on improving student engagement and building community.

Panelists include:

Clayton C. Clark, PhD, RN
Adjunct Instructor
Center for Health Ethics, University of Missouri Health

Leighanne M. Heisel
Associate Teaching Professor of Communication & Media
University of Missouri–St. Louis

Lisa Gilbert, Ph.D.
Lecturer in Education
Washington University in St. Louis

Emille Taylor
First-year MSW student at the Brown School of Social Work
Washington University in St. Louis

Learn More about Hypothes.is

9:30am – 10:20am	5	**Building Your Innovative Online Teaching Toolbox: Strategies for Success**	Virtual

Speakers: Natasha Nurse-Clarke

This session will begin with a fun, interactive game to demonstrate the impact of engaging learning activities. We will then look at diverse strategies that can be used to enhance active learning including the use of tools such as VoiceThread and Google Slides. All attendees will be provided with access to an active online learning "toolbox" that can be used to assist in the development of online activities geared toward your unique learning objectives.

9:30am – 10:20am	5	**Experimenting with Digital Pedagogies: Principles and Practice**	Virtual

Speakers: Margaret K. Smith, Jessica DeSpain

Digital pedagogies actively engage students in the creation of digital artifacts that help them explore their content and their research in innovative ways using a variety of media. Digital pedagogies offer powerful ways of combining traditional modes of inquiry and digital literacies in mutually reinforcing ways, but setting up assignments like these can be daunting for both students and faculty. This workshop will cover best practices for integrating projects like these into courses across the curriculum.

9:30am – 10:20am	5	**Midterm Revival: Re-engaging Students through Mid-Semester Feedback**	Virtual

Speakers: Malcolm Hays, Jeff Jennings

This session will examine how a simple mid-semester feedback survey can be used to re-engage students in their learning environment. Recent evidence suggests that student engagement has declined significantly in the past two years (Wester, Walsh, Arango-Caro, & Callus Duehl, 2021). We'll survey participants to see what types of feedback and interventions they are currently using to re-engage students. We will then share data and statistics of how mid-semester feedback is being used at our institution. Finally, we will present tips and tricks on how to introduce "small teaching" opportunities to improve student engagement and learning outcomes.

9:30am – 10:20am	5	**Op-Ed: The Impact of Optics on Student Performance and Engagement**	Virtual

Speakers: Jennifer McMahon

This presentation considers the impact that visual observation of students has on academic performance and emotional engagement. It examines a novel mode of seeing to which students are increasingly subject: visual observation during instruction via video conference software. Being-seen on Zoom (or a similar platform) is not analogous to in person observation. While it shares certain features, it also deviates significantly in structure and effect. Because of the differences in online seeing, this type of observation can exacerbate anxiety, amplify mental fatigue, and adversely impact performance and emotional engagement. This presentation invites online educators to consider allowing students to turn their cameras off more often to minimize adverse impacts and it discusses strategies to minimize some undesired effects related to turning cameras off.

10:00am – 10:25am	2	**Embracing Online Teacher Presence Strategies: Best Practices for Increased Student Engagement**	Virtual

Speakers: Tiffany Lang

Keeping students engaged and connected to course content, faculty, and their fellow classmates in an online learning environment continues to be a challenge as faculty and staff are faced with many options and strategies which can be overwhelming. Teaching online requires shifts in communication methods and pedagogy which are different from traditional classroom teaching. In this interactive session, I will discuss findings from my dissertation research and results which examined the perspective of fully online students' experiences of teacher presence. Learn more about what online students reported as being important to them to stay engaged in online courses as well as what challenges they face. I will be discussing evidence based strategies which can be applied across multiple disciplines and schools. I hope to empower & encourage attendees to incorporate some of these recommendations and best practices when thinking about creating new courses and/or teaching online.

PINNED 10:30am – 12:00pm	A	**Anchor Session: Effective Teaching: Tips from Award-Winning Teachers**	Virtual

Moderators: Irina Ivliyeva

Speakers: Joel Ramdial, Janeal White, PhD, CFLE, MIE, Christine Ward, Megan Daschbach, Chris Gordon, Eric Parsons, Beth Michael-Smith, Jean Sampson, Hank Pernicka, Kim Levenhagen, Robyn Barrett, Melanie VanDyke, Stuart Hill, Stephen Bagwell

Partners and Sponsors: St. Charles Community College, St. Louis Community College, Southern Illinois University Edwardsville, University of Health Sciences & Pharmacy in St. Louis, University of Missouri - St. Louis, Washington University in St. Louis, University of Missouri, Missouri University of Science & Technology, McKendree University, Missouri Baptist University, Saint Louis University, Southeast Missouri State University, Webster University

Session Recording

Our anchor session begins with the announcement of the 2022 FTTC IDEA Award winners. The panel session immediately follows and features teaching award winners from co-sponsoring campuses who offer insights and practical examples to illustrate low and high tech ways to hold students' attention and focus on learning.

Award-Winning Faculty Panelists

- **Stephen Bagwell**, Assistant Professor of Political Science, University of Missouri - St. Louis
- **Robyn Barrett,** Professor of Accounting, St. Louis Community College
- **Megan Daschbach,** Teaching Professor of Chemistry, Washington University in St. Louis
- **Chris Gordon,** Associate Dean in the School of Engineering, Southern Illinois University Edwardsville
- **Stuart Hill**, Director of Music Education, Webster University
- **Kim Levenhagen,** Associate Professor of Physical Therapy and Athletic Training, Saint Louis University
- **Beth Michael-Smith,** Associate Professor and Program Chair of Chemistry, St. Charles Community College
- **Eric Parsons**, Associate Teaching Professor of Economics and Director of Undergraduate Studies (Economics), University of Missouri
- **Hank Pernicka,** Curators' Distinguished Teaching Professor, Mechanical & Aerospace Engineering, Missouri University of Science & Technology
- **Joel Ramdial,** Instructor of Kinesiology, Nutrition & Recreation, Southeast Missouri State University
- **Jean Sampson**, Professor of Management and Marketing, McKendree University
- **Melanie VanDyke,** Associate Professor of Psychology, University of Health Sciences & Pharmacy
- **Christine Ward,** Associate Professor and Director, Counselor Education, Missouri Baptist University
- **Janeal White,** Assistant Professor of Family Science, McNeese State University

12:00pm – 1:00pm	L	**Lunch (60-minute break)**	On Your Own

| 12:30pm – 1:00pm | T | **Bonus: Tech Trek Presentations** | Virtual |

Speakers: Amanda Joyce, Manon Allard-Kropp, Bryant Lazenby, Kris Wingo

Enjoy lunch as you listen to lightening round introductions (~5 minutes each) are presented by faculty and instructional designers sharing their favorite tools for their teaching. Learn about new tools or new ways to use some favorites.

- **Amanda Joyce:** Memes – Need an engaging way to capture your students' attention? Come learn how to use widely (and freely) available meme generator tools to create assignments/activities that engage students and allow them to demonstrate critical thinking
- **Kris Wingo:** OBS – Are you looking for an alternative to Zoom for screen capture OBS is a free screen recording software that allows you to record high-quality, highly customizable screen captures for your online lectures.
- **Manon Allard-Kropp:** PollEverywhere – Are you looking for a way to make your essay-based exams more engaging and foster higher-level thinking? Have you tried students-generated exam questions in your online course and struggled with the logistics? Come see how I used PollEverywhere to facilitate voting on student-authored exam questions in an online course.
- **Bryant Lazenby:** Calendly – Tired of the constant back-and-forth trying to find a time for everyone to meet? Come learn how Calendly can be integrated to make these meetings a breeze!

| 1:00pm – 1:25pm | 2 | **Engaging Students with Asynchronous Videos: A Lightboard Studio Demonstration** | Virtual |

Speakers: Rob Perkins, Brian Woods

In efforts to introduce more active learning strategies, instructors often feel forced to cut lecture content from the designated class time. Relaying this content to students is often achieved through asynchronous "pre-lecture" videos. We have spent the past two academic years trying to increase lackluster engagement with our video content by optimizing our short videos in our own Lightboard office studio. These videos allow the presenter to speak directly to the camera and be in full view, while still able to write/draw and physically engage with their drawings without blocking any text/figures.

| 1:00pm – 1:25pm | 2 | **Using Podcasts as Pedagogy** | Virtual |

Speakers: Candace Chambers Colbeck

This session will introduce participants to the use of podcasts in higher education. If you've never even heard of a podcast--we will introduce you to how to find them! A brief survey will be given on their use in higher education for student learning and how podcasts fit within the learning landscape of so many other sources of content. Examples of use within a course will be shared.

| 1:00pm – 1:50pm | 5 | **A Step beyond Metacognition: Fostering Self-Regulation in Your Classes** | Virtual |

Speakers: Sally Wu

Help your students identify effective learning strategies and, importantly, follow through on using them. We will discuss self-regulation, which helps students plan, monitor, and assess how they learn, as they learn. You will leave with specific ideas for how you can support students' self-regulation in and outside of your classroom.

| 1:00pm – 1:50pm | 5 | **Faculty Development, Information Literacy, OERs, and More: An Action Framework** | Virtual |

Speakers: Jane Hammons

The creation of faculty development programming centered around topics such as information literacy and open educational resources represent opportunities for faculty developers, academic librarians, instructional designers, and faculty to collaborate. In this interactive workshop, the presenter will introduce an "Action Framework for Creating Collaborative Partnerships for Student Success." Participants will be guided through a process of using the Framework to take initial steps to create partnerships that will provide a foundation for the collaborative creation of faculty development programming.

| 1:00pm – 1:50pm | 5 | **How to Use Padlet: Get the Most out of Padlet, and Learn How to Create Fun and Engaging Collaborative Spaces for Discussion and Education** | Virtual |

Speakers: Katherine Brady, Julia Carnes, Jonathan Richards

Let's talk about Padlet Backpack! What makes this fun, intuitive tool different and what are some of the ways you can use it to help bring your classrooms to life? In this session, we hope to show you some of the lesser-known features of Padlet, including the variety of control you have over access and user experience on your padlet pages.

Learn more about Padlet

Templates and Use Cases

1. https://padlet.com/LadyJ1/great-padlets-for-the-classroom-4zs6hsabb19bn2yy
2. https://padlet.com/tealelephant/examples-of-higher-education-padlet-49n2aegn1wdniq48

Session Files and Resources (will be updated soon)

1. Session transcript (attached below)
2. Session chat (attached below)

| 1:00pm – 1:50pm | 5 | **Ten Practices to Make Your Classroom Inclusive, Welcoming, and Equitable** | Virtual |

Speakers: Amy Reese

In this session, we will visit ten areas that can help create a more welcoming, inclusive, and equitable learning environment, including: decolonizing your class curriculum, highlighting diverse contributions in your field, reflecting on your syllabus to ensure it is inviting, making expectations transparent, promoting first day student connections, creating a welcoming class climate, recognizing of names & pronouns, the values of anonymous grading, considering your own biases & what you bring to the classroom, and understanding of stereotype threat & imposter syndrome and what the students themselves may bring to the classroom.

| 1:00pm – 1:50pm | 5 | **Utilizing Interactive PowerPoints to Enhance Microlearning** | Virtual |

Speakers: Joanne Kern, Nina Zimmermann, Rhonda Pugh, Carol Berger

Are you interested in looking for a creative method to engage your students? Microlearning is breaking down large chunks of information into smaller modules. Utilizing interactive presentations for microlearning enhances students' ability to digest and retain information while simultaneously providing the ability to check for understanding. In this 50-minute hands-on session, see how PowerPoint is used to create an interactive teaching strategy and assess students' learning. Using a provided template, you have the opportunity to develop interactive PowerPoint to incorporate into your teaching discipline.

| 1:30pm – 1:55pm | 2 | **Reading and Thinking Together: An Introduction to Social Annotations** | Virtual |

Speakers: Suzanne Jones, Rebecca Burton, Courtenay Jauregui

Join us for an introduction to social annotations which are a strategy which brings reading, thinking, and questioning into a collaborative space while allowing one to engage in critical civil discourse in an online format. Social annotations can serve many purposes in your curriculum such as; serve as a way for students to prepare for discussions, answer questions about a reading assignment or a topic, write about the topic, process a reading assignment, have an asynchronous conversation with classmates over a shared reading or a synchronous silent conversation with classmates, view the thoughts of others on a topic, ask questions, study, and make connections.

| 1:30pm – 1:55pm | 2 | **Web-Based Applications for Promoting Student Engagement through Collaborative Problem-Solving** | Virtual |

Speakers: Anuradha Vummenthala, Natalie Ulrich, Gifty Blankson

One research-based method for increasing student engagement across classroom modalities is collaborative problem-solving. During this interactive session, participants will gain hands-on experience facilitating collaborative problem-solving using Kahoot!, Zoom's new whiteboard functionality, and MURAL.

| 2:00pm – 2:25pm | 2 | **Enhancing Student's Academic Performance with Effective Learning** | Virtual |

Speakers: Valerie Whittlesey

Many beginning students enter college expecting they will perform well, yet enter with the skills and mindset of high-school students with misunderstandings about the way people learn. College success requires self-regulated learning; in essence, students must: 1) engage in higher-level learning strategies, 2) take ownership of their own learning, 3) use the best resources and strategies for the task, and 4) reflect on their own learning. This session engages faculty with an intervention assignment, using concrete learning strategies that can be used and adapted, shown to enhance students' academic skills, self-regulated learning, and academic performance in but not limited to introductory courses across a variety of disciplines and modalities.

| 2:00pm – 2:25pm | 2 | **Mind Maps: Making Student Learning Visible** | Virtual |

Speakers: Alli Sauerwein

When creating mind maps, students activate prior knowledge and reveal how they organize that knowledge. Instructors can use student mind maps to uncover themes, patterns, and gaps in their students' learning and to reflect on their teaching and take action. Participants will actively consider the utility of mind maps by viewing sample mind maps and reflecting on opportunities to use them in their own contexts.

| 2:00pm – 2:50pm | 5 | **Connect, Engage, & Inspire All Learners at Scale with Standardized Multiple-Solution Technology** | Virtual |

Speakers: Kevin Pridemore

As institutions increasingly expand hybrid and blended learning options, educators must innovate and adapt to meet students where they are. During this session, participants will get an immersive, hands-on experiential demonstration of how Nearpod's multiple-solution platform allows educators to create interactive lessons and improve engagement across multiple modalities.

Learn more about Nearpod

| 2:00pm – 2:50pm | 5 | **Creating Balance with Teaching, Service, and Scholarship** | Virtual |

Speakers: Kim Levenhagen

Achieving balance among teaching, service and scholarship can be challenging. This session will provide some strategies and opportunities to share and learn from one another to achieve success.

| 2:00pm – 2:50pm | 5 | **How to Use Your Own Decision-making Processes to Guide Your Students' Learning and Retention!** | Virtual |

Speakers: Ken Plummer

In this session, you will be introduced to an innovative teaching method called Decision-Based Learning (DBL). DBL is a inquiry-based teaching method where instructors use visually-depicted decision models to guide students through complex problem solving. Participants will experience what it is like to be a student in a DBL learning activity. You will also be oriented on how to create your own DBL experiences for your students. Free software will be made available along with training videos to make this possible.

| 2:00pm – 2:50pm | 5 | **Warm Fuzzy or Cold Prickly, Which is Your Syllabus?** | Virtual |

Speakers: Cathryn Friel, Laura March, PhD

Your syllabus is often the first impression students have of both you and your course; its tone can set the path for all subsequent course interactions. Please bring a copy of your syllabus to this interactive session where we will collaboratively evaluate our documents for tone as well as brainstorm ideas that communicate an approachable and supportive spirit. After attending this session, you will be able to critically review and identify areas of your syllabus that may convey unintended tone and create a more student-centric and inclusive document.

| 2:30pm – 2:55pm | 2 | **Empowered Enrollment for Distance Education Students: What's the HYPE?** | Virtual |

Speakers: Pamela D Williams

As the COVID-19 Pandemic abates, institutions must convey their brand's value-added for longevity in the distance education marketplace. Students-as-consumers will literally take their business elsewhere if they can get a higher quality education and more attentive student services for their tuition dollars. This session will share a tool being developed to empower students to critically evaluate distance learning opportunities for quality, work/life compatibility, and the presence of high-yield practices and engagement (HYPE) shown to lead to better student outcomes.

| 2:30pm – 2:55pm | 2 | **OmniChannel Learning: How a Pilot Went Viral** | Virtual |

Speakers: Dustin York

In this session, you'll look through the lens of an Omni-Channel learning environment where students had the choice of taking a 100-level course online (asynchronously with optional synchronous moments), virtually via Zoom (synchronously) and in the classroom (synchronously). The professor was able to use active learning strategies while simultaneously leading four sections of the same class. This session will outline the tools (OBS, Slack, Streamdeck, etc.) that brought this course to life, along with strategies for engagement that received national media attention.

Session Recording, Transcript and Resources
1) Session transcript (attached below)
2) Saved session chat log (attached below)
3) Session recording (coming soon)

| 2 | 25-Minute Concurrent Session | 5 | 50-Minute Concurrent Session | 9 | 90-Minute Concurrent Session |

| A | Anchor Session | L | Lunch | T | Tech Trek Lightning Round |

SEPTEMBER 30 • FRIDAY

9:30am – 9:55am   2   **Online Senior Capstone Two Ways: Evaluating Teaching Methodologies for Online Internships/Projects**   Virtual
Speakers: Sarah VanSlette
Teaching an online internship/capstone project presents different challenges than the traditional course, but given that online courses will continue to be popular and necessary post-pandemic, the pedagogical best practices for these courses is an important subject of study. Having taught two versions of the same online senior capstone project course, using different assignments and teaching styles for each, VanSlette will share lessons learned and different outcomes of each.

9:30am – 9:55am   2   **Teaching from the Board when You Can't Stand Up**   Virtual
Speakers: Bambi Robinson
I will demonstrate how a combination of tablet, note writing app, and screen mirroring program can be used to teach. You might not expect this set up to work in a text heavy discipline like philosophy, but you would be wrong. Instead of a static powerpoint lecture, I write lecture notes, then respond to student questions in class; adding emphasis, circling words, writing more words, and drawing pictures as needed to help students understand the material. My students report that the line drawings I am easily able to add to my lecture helps them to understand the material.

9:30am – 10:20am   5   **Accessibility in Action: Students Creating Accessible Assignments**   Virtual
Speakers: Alex Wulff, Cecilia Ragland Perry, Christina Branson
Accessibility is usually introduced as a concern for instructors: instructors' courses should be accessible. We believe that it is not enough to create course materials that are accessible or have environments that are accessible. Students need to create work that is accessible by design. After discussing our example, we will utilize assignments participants are already using to brainstorm and discuss how students could be creating accessible documents.

9:30am – 10:20am   5   **Creating a Common Framework on LMS: Consistency, Flexibility, and Creativity**   Virtual
Speakers: Anne Smith
Assuring consistent outcomes throughout multiple sections of a course, taught by different instructors, can result in courses that seem boilerplate and bland. This session will give participants a format to follow when creating a common framework for a course, maintained on LMS, that can assess for consistency in outcomes, while allowing for some creativity on the part of the individual instructor.

9:30am – 10:20am   5   **PlayPosit: A Powerful Instructional Design Studio with Flexible Delivery Options (Peer Review, Audience Response System, Just-in-time Learning, Playlists with Badges and Learner Made Content)**   Virtual
Speakers: Bill Kasner
PlayPosit is the ultimate instructional design studio that offers content creators simplicity and power to create an active learning experience on top of video, audio and text. Deploy asynchronously, synchronously, Playlist with Customized Certificate, Learner created content, or even in our Peer Review system. After being assigned, PlayPosit boasts jaw-dropping learning analytics to improve instruction and student success. Enabling authentic engagement for MSSU and hundreds of colleges and universities.

Learn more about PlayPosit

| 9:30am – 10:20am | 5 | **Tech it Away!...Cultivate a Growth Mindset with Educational Technology** | Virtual |

Speakers: Caroline Flaherty, Naila Al-Essawi

By the time students reach higher education they have developed either a fixed or growth mindset about their abilities to perform well in academic subjects. Research has shown that students who maintain a growth mindset will exhibit more positive self-efficacy and perform better than students with a fixed mindset. Educators can implement educational technology activities to cultivate a growth mindset in their courses. In this presentation, a variety of active learning activities including self-reflection, collaboration, and critical thinking will be demonstrated. Furthermore, these activities can be adapted and integrated into any academic subject. Participants are able to engage with these activities on their mobile, laptop, or tablet.

| 9:30am – 10:20am | 5 | **Video Preproduction: How to Structure Lessons for Video Based Learning** | Virtual |

Speakers: Victoria Hagni

Miss Hagni takes a unique blend of her decade's worth of experiences in professional filmmaking along with her study in higher education's online teaching design, to develop a presentation that informs best practices for video design, as well as gives participants a first-hand demonstration of the student's experience.

During the presentation, Miss Hagni will invite participants to beta test one module from her online course intended for creative children, and each participant will get to try out their own storytelling techniques. Participants will leave with new ideas in ways they might structure their videos for their online courses.

| 10:00am – 10:25am | 2 | **Exploring Map-Making Across the Curriculum Using Free Cartographic Tools** | Virtual |

Speakers: Joy Santee

Maps are used to inform and persuade audiences across a wide range of academic disciplines and in the public sphere, but students' limited cartographic literacy prevents them from becoming critical readers or users of maps. This presentation will help participants recognize the importance of cartographic literacy within their disciplines, introduce the free mapping tools Google MyMaps and ArcGIS Storymaps, and showcase introductory-level student-created maps from a variety of disciplines. Participants will leave the session with a better understanding of the possibilities for promoting map literacy in their own academic programs and links to tools and tutorials to explore after the session.

| 10:00am – 10:25am | 2 | **Post-exam activities: Grief or Debrief?** | Virtual |

Speakers: Estelle Bester, Joshua Kies

Session Recording

Provides an example of structure and process and anecdotal evidence for using post-exam reviews in the classroom to limit individual test reviews and enhance students' learning through test reviews.

| **PINNED** 10:30am – 12:00pm | A | **Anchor Session: Power, Practice, and Pedagogy - Classrooms as Spaces for Inclusion and Equity** | Virtual |

Speakers: Bryan Dewsbury, Associate Professor, Biological Sciences

In this talk we will trouble the notion of what college teaching means, especially as it relates to the agency of its participants, teachers and students. The case will be made for learning environments as formative experiences for everyone to grow and learn. We will discuss how this can be thought of and practiced in our classrooms, and what strategies will help you achieve more inclusive and equity-minded outcomes.

Session Recording

| 12:00pm – 1:00pm | L | **Lunch (60-minute break)** | On Your Own |

| 12:30pm – 1:00pm | T | **Bonus: Tech Trek Presentations** | Virtual |

Speakers: Janet Alderson, Qiang Dotzel, Dushanthi Herath

Enjoy lunch as you listen to lightening round introductions (~5 minutes each) are presented by faculty and instructional designers sharing their favorite tools for their teaching. Learn about new tools or new ways to use some favorites.

- **Qiang Dotzel:** Plickers – I have been using Plickers before-during-post pandemic. It has been a great engagement tool for in-person and virtual classrooms. It can be used with or without technology access to students, and much greater side benefits – be in class on time and engaged.
- **Janet Alderson:** Creative graphic design comes naturally to some. For others, there's Canva! Canva is an online easy-to-use tool that educators can use to create presentations, handouts, charts, and visual assets to support student learning.
- **Dushanthi Herath**: The MURAL education workspace is a virtual collaborative whiteboard that enables teachers and students to interact, brainstorm, and share in a virtual setting

| 1:00pm – 1:25pm | 2 | **Garnering Student Attention in Distracting Times** | Virtual |

Speakers: Amanda Joyce

Do you find yourself competing for your students' attention among a world of interesting distractors? The purpose of this session is to explore the nature of student attention and ways in which it can be maximized for the benefit of student learning. Come prepared to share what works for you!

| 1:00pm – 1:25pm | 2 | **The Intersection of Accessibility and DEI** | Virtual |

Speakers: Michelle Robertson, Lauren Billingsley, Evie Berk

Creating an equitable and inclusive learning environment that empowers learners to be successful demands awareness of the whole learner and their experiences. Join us as we talk about some easy-to-overlook aspects of DEI (e.g., socioeconomic status, access to technology, etc.) and how it should inform course design.

| 1:00pm – 1:50pm | 5 | **Cure Your Discussion Board Blues** | Virtual |

Speakers: Cathryn Friel, Laura March, PhD

This presentation covers common discussion forum problems (e.g., participation, grading concerns, building community) and offers guidance and potential solutions. Participants are encouraged to bring their own discussion board prompts, questions, and ideas. The session will follow a "choose your own adventure" style agenda, with attendees voting on each topic to be discussed.

| 1:00pm – 1:50pm | 5 | **Digital Competence and Digital Growth Mindset** | Virtual |

Speakers: Jana Gerard, Dan Plachecki

Session Recording

During this session, we will consider what it means for students to be digitally competent and how we can help them become digitally competent. Using a preservice educator program as an example, this session will also cover digital growth mindset: what is a digital growth mindset and how do we help students develop one? To close, we will give an overview of the GoReact platform followed by Q&A with the presenters.

Learn more about GoReact

| 1:00pm – 1:50pm | 5 | **Presence, Participation, and Empowerment: Reimagining Engagement in the Virtual Classroom** | |

Speakers: Jossalyn Larson, Daniel Reardon, Elizabeth Roberson, Elizabeth Reardon   Virtual

Rather than attempting to digitize live environments, this panel proposes reimagining a species of engagement that is unique to virtual instruction. The purpose of this workshop is to provide tools by which instructors can galvanize student participation in virtual and blended classrooms. Session participants will assume the role of "student" in a synchronous Zoom class, and the workshop will be divided into three fifteen minute blocks

| 1:00pm – 1:50pm | 5 | **The Emotional Labors of Academic and Faculty Support Staff** | Virtual |

Speakers: Sara Davis, Kris Baranovic, Holly Sumner, Ashley Salter, Pamela D Williams

The work of faculty and academic support staff can be difficult and isolated. Rarely do we get opportunities to share our stories and strengths. In this session, a panel of academic support staff constructively discuss the challenges and victories of working in this profession.

| 1:00pm – 2:30pm | 9 | **Keynote Workshop: On Assessment and Inclusive Classrooms** | Virtual |

Speakers: Bryan Dewsbury, Associate Professor, Biological Sciences
Session Recording

Like any other component of the inclusive classroom, the assessment process should be open and partaking in the dialogue process. From that lens, information gathered can reflect several areas of improvement pertaining to the education experience, including our own approaches. In this workshop we will explore this pedagogical humility with context, and identify new, more dialogic lens to think about analyzing our classroom experiences.

| 1:30pm – 1:55pm | 2 | **Linking Visual Thinking Strategies, Transformative Learning, and Van Gogh** | Virtual |

Speakers: Jayne Josephsen

This presentation will provide a case example of the connection of art-based pedagogy, utilizing open educational resources and visual thinking strategies, leading to transformative learning in an online asynchronous environment. This teaching method promotes inclusive and diverse discussion, critical synthesis, and inquiry competencies, which are vital for student development across disciplines.

| 1:30pm – 1:55pm | 2 | **Using PADLET for Reciprocal Peer Teaching in an Asynchronous Online Course** | Virtual |

Speakers: Jolyn Dahlvig

This session will demonstrate how I utilized Padlet to facilitate reciprocal peer teaching in an asynchronous online doctoral course. Padlet allowed students to investigate one organizational theory and through a short presentation + online resources, students taught their theory to colleagues asynchronously. From a transparent assignment description to the final result and student feedback, I will share what I learned when implementing this strategy.

| 2:00pm – 2:25pm | 2 | **Building Positive Instructor-Student Rapport in an Asynchronous Class** | Virtual |

Speakers: Denise Mussman, Antionette Sterling

Looking for ways to know your students better in an asynchronous class? The presenters will share techniques to engage with their students that have proven effective. Creating personal connections with individual students can increase student motivation and make online teaching a more rewarding experience for the instructor.

| 2:00pm – 2:25pm | 2 | **Online Course Assessment as a Campus Community Builder** | Virtual |

Speakers: Dr. Laura Schisler, Scott Snell

Explore the online course evaluation and best practices sharing program at our institution which can lead to collaboration between faculty members! Learn what has worked for our campus and how you can replicate or adapt the process to your own institution.

| 2:00pm – 2:50pm | 5 | **Interdisciplinary Disaster Preparedness: Flexible Course Design** | Virtual |

Speakers: Mary Pat Couig, Roberta Lavin

The goal is to address the impact of population health in disasters through interdisciplinary training of health professions starting with an introductory course designed in 8 stand-alone modules including a tabletop exercise. Students customize their own experience, pick modules and credit hours. The course and tools are shared in Canvas and openly available for use and adaptation.

| 2:00pm – 2:50pm | 5 | **Leveraging Meaningful Strategies (LMS): Creative Uses of Learning Management Systems** | Virtual |

Speakers: Richard Baker, Kendra Taylor, Richelle Rennegarbe, jill parsons

Presenters will demonstrate innovative and meaningful uses of the LMS centered on community of inquiry principles. Faculty have successfully utilized Brightspace to foster student engagement; create a repository for student progress; and develop a virtual resource room for facilitating the accreditation process.

| 2:00pm – 2:50pm | 5 | **Unpacking the Challenges of Institutional Assessment** | Virtual |

Speakers: Holly Sumner, Missy Nieveen-Phegley, Joel Ramdial, Eric Chambers

In this panel discussion, university staff and faculty will explore a series of difficult questions regarding institutional assessment. The discussion will feature three case studies that illustrate concrete challenges that Southeast Missouri State University has faced in building more robust assessment processes. We welcome attendees to share insights, stories, and questions throughout the panel.

| 2:00pm – 2:50pm | 5 | **Why Text to Speech and Accessibility are Important in Assessments** | Virtual |

Speakers: Ginger Dewey, Kathy Wood

Are your students struggling with assessments? Are they able to consume the content without distractions? Students need various tools to digest information and demonstrate what they have learned, and by using UDL methodology, ReadSpeaker assists students by providing accessibility tools combined with award-winning TTS voices within our certified LMS integrations.

Learn more about Readspeaker

| **PINNED** 2:45pm – 5:00pm | | **Complete the FTTC Conference Evaluation Survey** | Virtual |

Thank you for attending the 2022 Focus on Teaching and Technology Conference (FTTC). Help us improve next year's conference by completing this short survey.

https://umsl.az1.qualtrics.com/jfe/form/SV_e3XdusKFJNgO20e

| 2:50pm – 3:00pm | A | **Wrap-Up and Door Prize Drawing** | Virtual |

Speakers: Jen McKanry, Sally Wu, Keeta Holmes, Lindsay Meador

Be sure to join us at the wrap up session to hear all the great takeaways from the conference and possible win some really cool prizes! Space is limited. Only the first 300 will get in.

To be eligible for door prizes:

1. Check out the great door prizes we have this year!
2. Submit the door prize form before **2pm on Friday, September 30th**.
3. Be present at the Wrap Up & Door Prize Drawing on Friday afternoon

A great big thank you to all our door prize donors for contributing!