# PRE-CONFERENCE SCHEDULE

**THURSDAY, JANUARY 11, 2018**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>12:00 pm – 1:30 pm</td>
<td>PRE-CONFERENCE AND CONFERENCE REGISTRATION</td>
<td>EASC Lobby</td>
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<tr>
<td>1:00 pm – 4:00 pm</td>
<td>PRE-CONFERENCE WORKSHOPS</td>
<td>EASC</td>
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<tr>
<td><strong>PCW2</strong>: Six Steps to Implementing Problem-Based Learning in Your Courses</td>
<td>Vincent Genareo, Department of Early and Elementary Education, Salisbury University</td>
<td>EASC 1082</td>
</tr>
<tr>
<td><strong>PCW4</strong>: Using Technology to Take Back My Life</td>
<td>Bonni Miller, Interim Director, Center for Instructional Technology and Online Learning, UMES</td>
<td>EASC 2041</td>
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<tr>
<td>4:30 pm – 6:00 pm</td>
<td>CONFERENCE REGISTRATION</td>
<td>EASC Lobby</td>
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<tr>
<td>5:00 pm – 7:00 pm</td>
<td>WELCOME RECEPTION AND POSTER PRESENTATIONS</td>
<td>EASC Delmarva Power Atrium</td>
</tr>
<tr>
<td><strong>InTeGrate Teaching Materials: Renewable Energy and Environmental Sustainability</strong></td>
<td>Maurice Crawford, Department of Natural Sciences, UMES; Randy Chambers, Keck Environmental Lab, College of William and Mary; Ben Cuker, Department of Marine Sciences, Hampton University</td>
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<tr>
<td><strong>Using Twitter to Assess Campus Climate after a Hate-Crime</strong></td>
<td>Bridget Higginbotham, Department of Behavioral and Community Health, University of Maryland; Virginia Byrne, Department of Teaching and Learning, Policy and Leadership, University of Maryland</td>
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<tr>
<td><strong>Who’s Calling? It’s Kahoot!</strong></td>
<td>Jamila Johnson, Department of Hospitality and Tourism Management, UMES</td>
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<tr>
<td><strong>Online Sustainable Agriculture Instruction with Cases: One Option to Address Current Issues</strong></td>
<td>Lurline Marsh, Department of Agriculture, Food and Resource Sciences, UMES</td>
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For a description of the pre-conference workshops and posters, please visit the conference website at: [https://www.umes.edu/InnovationConference/](https://www.umes.edu/InnovationConference/).
## FULL CONFERENCE SCHEDULE

**FRIDAY, JANUARY 12, 2018**

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<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:00 am – 9:00 am</td>
<td>REGISTRATION AND BREAKFAST</td>
<td>Henson Center Ballroom</td>
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<tr>
<td>9:00 am – 9:15 am</td>
<td>WELCOME AND OPENING REMARKS</td>
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<td></td>
<td>Latasha Wade, Interim Vice Provost for Academic Affairs, UMES</td>
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<td>Juliette B. Bell, President, UMES</td>
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<td>Kimberly D. Whitehead, Interim Provost and Vice President for Academic Affairs, UMES</td>
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<td>Cynthia Cravens, Assistant Professor, UMES</td>
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<tr>
<td>9:15 am – 10:00 am</td>
<td>KEYNOTE PRESENTATION</td>
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<td></td>
<td>Everything I Ever Wanted to Know About Assessment, I Learned from Reality Cooking Shows:</td>
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<td></td>
<td>A Master Chef Assessment Allegory</td>
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<td></td>
<td>Krishna Dunston, Director of Outcomes Assessment, Delaware County Community College</td>
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<tr>
<td>10:00 am – 2:30 pm</td>
<td>EXHIBITS OPEN</td>
<td>Hazel Hall Lobby</td>
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<tr>
<td>10:00 am – 10:10 am</td>
<td>TRANSITION TO CONCURRENT SESSION ROOMS AND EXHIBITS</td>
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<tr>
<td>10:10 am – 11:00 am</td>
<td>CONCURRENT SESSION GROUP #1</td>
<td>Hazel Hall (HH)</td>
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<tr>
<td></td>
<td>Formative Assessment of Voice: A Virtual Speech Coach</td>
<td>HH 1013</td>
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<td></td>
<td>Amy O'Neal-Self, Department of Arts and Humanities, Wor-Wic Community College</td>
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<td>College Students and Mental Health</td>
<td>HH 1015</td>
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<td>Kate Kent, Counseling Center, UMES</td>
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<td>Pharmacy Boot Camp: Engaging High School Students in the Profession of Pharmacy through</td>
<td>HH 1012</td>
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<td>Real Life Application of Math &amp; Science Skills</td>
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<td>Anjan Nan, Adel Karara, Miriam Purnell, School of Pharmacy, UMES</td>
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<td>Applying the Principles of Learning Science to Online Course Design and Delivery</td>
<td>HH 1032</td>
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<td>Elliot King, Department of Communication, Loyola University Maryland</td>
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<td>It’s Staggering! A Staggered Approach to Case-Based Learning</td>
<td>HH 1020</td>
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<td>Erin Hagar, Office of Academic Innovation and Distance Education, University of Maryland,</td>
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<td></td>
<td>Baltimore</td>
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<td>The Role of the Humanities in a STEM University</td>
<td>HH 1008</td>
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<td>Deal Cooledge, Department of English and Modern Languages, UMES</td>
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<tr>
<td>Time</td>
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<td>11:00 am – 11:10 am</td>
<td><strong>TRANSITION TO CONCURRENT SESSION ROOMS</strong></td>
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<tr>
<td>11:10 am – 12:00 pm</td>
<td><strong>CONCURRENT SESSION GROUP #2</strong></td>
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- **Enhancing Undergraduate Course Curricula through Service Learning**  
  Bridgett Clinton-Scott, Lombuso Khoza, Department of Human Ecology, UMES  
  HH 1013

- **Diversifying Learning for Diverse Needs**  
  LaKeisha Harris, School of Graduate Studies and Department of Rehabilitation Services, UMES  
  HH 1015

- **Accepting Diverse and Inclusive Classrooms**  
  Patricia Goslee, Lynette Johnson, Evelyn Jones, Department of Education, UMES  
  HH 1012

- **General Education Assessment of Writing and Speaking at the University of Maryland Eastern Shore: Two Models of Assessment**  
  Terry Smith, Gabriela Vlahovici-Jones, Department of English and Modern Languages, UMES  
  HH 1032

- **Deep Dive into Flipping Your Classroom: Shared Techniques and Best Practices**  
  Ruth Lee O’Rourke, Department of Hospitality and Tourism Management, UMES-USG  
  HH 1020

- **Using the En-Bloc Model to Integrate Instruction and Enhance Pediatric Competencies**  
  Edwin Witt Powell, Department of Pediatrics and Child Health, Howard University College of Medicine  
  HH 1008
### Engaging Your Students with the Echo360 Video Platform

**Steven Rutherford, Felicja Syska, Echo360**  
HH 1045

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<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>12:00 pm – 12:10 pm</td>
<td>TRANSITION TO HENSON CENTER BALLROOM</td>
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<tr>
<td>12:10 pm – 1:20 pm</td>
<td>LUNCH AND ROUNDTABLE DISCUSSIONS</td>
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<tr>
<td>1:20 pm – 1:30 pm</td>
<td>TRANSITION TO CONCURRENT SESSION ROOMS AND EXHIBITS</td>
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<tr>
<td>1:30 pm – 2:20 pm</td>
<td>CONCURRENT SESSION GROUP #3</td>
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#### Assessment of Students by Their Peers During Group Presentations
Marie-Therese Oyalowo, School of Pharmacy, UMES  
HH 1013

#### Building Community Partnerships: Promoting Student Social Responsibility on the Eastern Shore
Michelle Gorman, Michael Rabel, Katherine James, Department of Physical Therapy, UMES  
HH 1015

#### Dirty Little Truths: NOT! Microaggressions in the Classroom
Jamila Johnson, Department of Hospitality and Tourism Management, UMES  
HH 1012

#### Strategies for Increasing Instructor Immediacy in the Online Environment
Amy Oneal-Self, Department of Arts and Humanities, Wor-Wic Community College  
HH 1032

#### Teaching & Learning in the Trauma-Informed Classroom
Bill Cecil, Department of English and Modern Languages, Malinda Cecil, Department of Human Ecology, UMES  
HH 1020

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**Richard A. Henson Hotel and Conference Center**
Results of the Adoption of Open Educational Resources for Differential Equations Course at Howard Community College, Columbia
John Esenwa, Department of Mathematics, Howard Community College
HH 1008

Three Flipped Classroom Models: Design Thinking, Student-Led Group Discussions, and the Immediate Feedback Assessment Technique
Gabriela Vlahovic-Jones, Department of English and Modern Languages, UMES
HH 1045

Engineering and Aviation Sciences Complex

2:20 pm – 2:30 pm TRANSITION TO CONCURRENT SESSION ROOMS

2:30 pm – 3:20 pm CONCURRENT SESSION GROUP #4

Practical, Purposeful, and Painless: A Plan for Positive Assessment
Amy Hagenrater-Gooding, Terry Smith, Department of English and Modern Languages, UMES
HH 1013

Peer2Peer: Peer Academic Coaching & Mentor Tutoring
Kimberly Clark-Shaw, Andrea Taylor, Center for Access and Academic Success, UMES
HH 1015

Innovations for Military Students
Maryam Rahimi, Stephanie Hallowell, Department of Rehabilitation Services, UMES
HH 1012

Reducing the Cognitive Load in e-Learning
Cathy Passeri, Center for Instructional Technology and Online Learning, UMES
HH 1032
Improving the Writing Skills of 1st Generation College Students  
Bill Cecil, Department of English and Modern Languages, UMES  

From Knowledge to Skill – Effective Interactive Teaching in Skill Building Disciplines  
Victoria Volks, Department of Natural Sciences, UMES

3:20 pm – 3:30 pm  TRANSITION TO HENSON CENTER BALLROOM

3:30 pm  CLOSING REMARKS

Bonni Miller, Interim Director, Center for Instructional Technology and Online Learning, UMES
Everything I Ever Wanted to Know About Assessment, I Learned from Reality Cooking Shows: A Master Chef Assessment Allegory

Location: Richard A. Henson Center Ballroom

Reality cooking shows, like assessment plans, need to balance the evaluation of discrete skills, project-based applications, and the synthesis of critical thinking skills and knowledge. Reality cooking shows don't base every episode on the contestant's ability to scramble an egg! To be innovative, we should not fill our program assessment plans with easy to evaluate, simple, foundational tasks.

In this interactive workshop, participants will deconstruct an episode of Master Chef to identify program goals, program objectives, course outcomes and criteria for evaluative rubrics. Whether you are a veteran evaluator or new to assessment, getting the 'lingo' down can be daunting. This exercise allows for productive discussion as to what each assessment term means - and how it is used to build a diversity of assessments to improve student learning. This workshop is intended to foster faculty dialogue of evaluator as expert; student self-evaluation and peer evaluation; and product vs. process as valuable parts of innovative academic assessment.

Presenter: Krishna Dunston, Delaware County Community College
Formative Assessment of Voice: A Virtual Speech Coach
Session Strand: Assessment; Teaching with Technology
Location: Hazel Hall Room 1013
This presentation will outline the role of formative assessment in courses that require public speaking/presentations. When practicing presentations, students often receive little to no feedback and lack the ability to accurately assess their own skills. Instructors have limited time to help students perfect their public speaking habits, yet there is no better time to address and develop these skills than when students have such assignments. This presentation explores the importance of formative assessment and available technology to enable students to practice, receive feedback, and track progress. Using technology, students can receive peer feedback and automated feedback to help them improve vocal delivery before presenting for a grade.

Learning Objectives:
- Explain the role of formative assessment in higher education, particularly as it relates to courses that require public speaking projects/presentations
- Identify aspects of formative assessment that can be conducted in a virtual environment using VoiceVibes, a product that enables students to practice, improve, and track their public speaking skills
- Illustrate applications of VoiceVibes in courses where presentations are required

Presenter: Amy Oneal-Self, Department of Arts and Humanities, Wor-Wic Community College

College Students and Mental Health
Session Strand: Diversity and the Inclusive Classroom
Location: Hazel Hall Room 1015
Across the Nation, college students are reporting higher levels of anxiety and depression, along with other behavioral problems. The onset of schizophrenia is typically in the late teens, early 20s. As a faculty member, you are in a unique position to notice when a student may be experiencing signs of distress or when a more serious mental health problem may be developing. Students often come to their professors for help or understanding when their problems are getting in the way of their learning. Some professors feel comfortable in this role with students, but it is not your responsibility to provide counseling and it can become overwhelming with some students. You can use your position and communication skills to assist students by referring them to someone who can help. This session will help you feel more prepared for such situations.

Learning Objectives:
- Gain an understanding of the mental health problems facing students
- Know what signs and symptoms are related to specific disorders
- Learn specific strategies for responding and tools to gain more confidence in managing situations in and out of the classroom

Presenter: Kate Kent, Counseling Center, University of Maryland Eastern Shore
Pharmacy Boot Camp: Engaging High School Students in the Profession of Pharmacy through Real Life Application of Math & Science Skills

Session Strand: **Innovative Pedagogy**  
Location: **Hazel Hall Room 1012**

Pharmacy Bootcamp was designed to introduce students to the pharmacy profession. It involved rising 10th and 11th graders in the Upward Bound program. The camp included Information on pharmacy careers, mini-lectures (e.g. over the counter medications) and a field trip to a local hospital pharmacy. One activity was an actual assignment used in the UMES Doctor of Pharmacy curriculum. It involved basic pharmaceutical calculations, measuring, and medication compounding. The hands-on nature of the assignment and its application to real life (pharmacy compounding) thoroughly engaged students. Similar strategies may be useful for getting school aged students interested in health professions fields.

**Learning Objectives:**
- Provide an overview of the 2017 Pharmacy Boot Camp
- Demonstrate how an innovative teaching strategy was used to engage high schoolers in completing a professional school level assignment
- Illustrate how practical application of math and science knowledge can better engage students in the learning process

**Presenter:** Anjan Nan, Adel Karara, Miriam Purnell, School of Pharmacy, University of Maryland Eastern Shore

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Applying the Principles of Learning Science to Online Course Design and Delivery

Session Strand: **Online Learning**  
Location: **Hazel Hall Room 1032**

An axiom of online education is that teachers should not mechanically translate existing courses into an online format. If so, how should new or ongoing courses be reshaped for the online environment and why? The answers come both from the affordances offered by the structure of online education and from a body of research from cognitive psychology and cognitive science that provides insight into how people actually learn. Online education provides a more flexible palette upon which evidence-based ideas about learning can be integrated into course structure and design, potentially delivering learning experiences and outcomes superior to typical face-to-face classrooms.

**Learning Objectives:**
- Explore the ways research from cognitive psychology about the way people learn can guide online learning
- Demonstrate why online learning experiences can exceed many F2F learning experiences
- Illustrate specific ways in which online learning experiences can be structured that align with the way people learn

**Presenters:** Elliot King, Department of Communication, Loyola University Maryland
It’s Staggering! A Staggered Approach to Case-Based Learning
Session Strand: Innovative Pedagogy
Location: Hazel Hall Room 1020
Case studies provide students with opportunities to think critically about information and solve authentic problems. Instructors often stagger the presentation of the case, mirroring the incomplete nature of information in the real world (rarely is all the information needed to solve a problem available at first glance). Staggering ensures student mastery of skills before moving forward. Using the adaptive release settings found in many learning management systems and simple stock photography, we will show you how to create staggered case studies for online or flipped classrooms without investing time or money in complicated scenario-authoring tools.

Learning Objectives:
- Describe the case approach and explain why case studies are an effective teaching approach in certain situations
- Explain why and how a faculty member might stagger (or “interrupt”) a case, rather than present it all at once
- Describe how the adaptive release feature in most LMSs can be used to create staggered cases online

Presenter: Erin Hagar, Office of Academic Innovation and Distance Education, University of Maryland, Baltimore

The Role of the Humanities in a STEM University
Session Strand: Innovative Pedagogy
Location: Hazel Hall Room 1008
Innovation is typically the province of the hard sciences. The buzzword “innovation” often conjures images of the scientific, medical, engineering, or manufacturing worlds, but usually not the humanities. This talk will examine the historical role of the humanities, why its existence is threatened both in and out of the academy, and how it can find its place in a STEM university. The key is making connections. The arts and humanities must connect to the sciences. We need to make these connections in the classroom; show future scientists how to think outside the test tube and anticipate and understand the social, cultural, and political impact of scientific discovery.

Learning Objectives:
- Understand the historical role of the humanities
- Learn why the existence of the humanities is threatened in and out of the academy
- Understand how the humanities can find its place in a STEM university

Presenter: Deal Cooledge, Department of English and Modern Languages, University of Maryland Eastern Shore
Enhancing Undergraduate Course Curricula through Service Learning
Session Strand: Innovative Pedagogy
Location: Hazel Hall Room 1013
The University of Maryland Eastern Shore has adopted a mission that includes involving undergraduate students in research and outreach activities that will better prepare them for their personal and professional activities after graduation. This presentation will offer insight on how faculty can enhance student experiential learning through the infusion of service learning experiences into their undergraduate courses. The presenters will share their experiences with integrating service learning projects into undergraduate courses.

Learning Objectives:
- Demonstrate how faculty can develop service learning experiences to incorporate into their courses
- Provide a step-by-step guide to create service learning activities/projects for students in the classroom
- Review service learning assessment tools (student reflection papers and survey instrument)

Presenter: Bridgett Clinton-Scott, Lombuso Khoza, Department of Human Ecology, University of Maryland Eastern Shore

Diversifying Learning for Diverse Needs
Session Strand: Diversity and the Inclusive Classroom
Location: Hazel Hall Room 1015
The purpose of this session is to introduce participants to policies and regulations guiding the provision of appropriate services to students with disabilities. In addition to learning about policies and legal standards, participants will be introduced to disability terminology and definitions that are important for understanding students with special needs. Participants will also learn small changes that they can make in the classroom to ensure that they are providing an inclusive environment. This session is aimed toward graduate students entering the professoriate, new faculty members and faculty needing a refresher in disability policy.

Learning Objectives:
- Introduce mandatory legislation for the provision of services to students with disabilities
- Provide definitions related to disability and accommodations
- Provide tips on accommodating students with disabilities in the classroom

Presenters: LaKeisha Harris, School of Graduate Studies and Department of Rehabilitation Services, University of Maryland Eastern Shore
Accepting Diverse and Inclusive Classrooms
Session Strand: Diversity and the Inclusive Classroom
Location: Hazel Hall Room 1012
The purpose of this session will be to discuss ways to respectfully accept and create diverse and inclusive classrooms in higher education. Participants will be provided different learning strategies and learn how to appropriately assess them. Participants will learn what communication (verbal/nonverbal) can become barriers to student success. The presentation is designed to be interactive. Participants are encouraged to bring their questions, comments and concerns.

Learning Objectives:
- Learn to accept and respect students from diverse environments
- Apprise participants of best practices for creating a diverse and inclusive learning environment
- Identify what learning strategies are most effective for your students
- Understanding barriers to student success

Presenters: Patricia Goslee, Lynette Johnson, Evelyn Jones, Department of Education, University of Maryland Eastern Shore

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General Education Assessment of Writing and Speaking at the University of Maryland Eastern Shore: Two Models of Assessment
Session Strand: Assessment
Location: Hazel Hall Room 1032
The General Education Program at the University of Maryland Eastern Shore is working to expand our assessments so that all general education areas have assessments associated with their student learning outcomes. Currently, two of three general education assessments at UMES are in the English area and are completed by all UMES students: the writing and speaking assessments. Although both assessments are criteria-based, authentic assessments utilizing rubrics, the writing test is external while the speaking test is internal. We, the coordinators of these assessments, would like to share them as potential models of assessments that could be developed in other general education areas.

Learning Objectives:
- Practice translating student learning outcomes into evaluation rubrics
- Practice modifying AAC&U VALUE rubrics for their areas
- Brainstorm strategies for using assessment data for future program enhancement

Presenters: Terry Smith, Gabriela Vlahovici-Jones, Department of English and Modern Languages, University of Maryland Eastern Shore
Deep Dive into Flipping Your Classroom: Shared Techniques and Best Practices

Session Strand: Innovative Pedagogy
Location: Hazel Hall Room 1020

This session will take a ‘deep dive’ into flipping a classroom. The ownership and responsibility falls on the instructor/professor and their dedication to enhance the learning environment through collaborative learning techniques. Through proper planning, a successful ‘flipped classroom’ will promote engaged and student-centric classrooms. The presentation will have three main sections: 1) brief overview of a ‘flipped classroom’, 2) best practices/pitfalls/strategies, and 3) steps on how to begin.

Learning Objectives:
- Learn best practices of ‘flipping the classroom’
- Understand the challenges and potential pitfalls
- Set yourself up for success: techniques and strategies

Presenter: Ruth Lee O’Rourke, Department of Hospitality and Tourism Management, University of Maryland Eastern Shore at the Universities of Shady Grove

Using the En-Bloc Model to Integrate Instruction and Enhance Pediatric Competencies

Session Strand: Innovative Pedagogy
Location: Hazel Hall Room 1008

Teaching and Learning En-bloc is a concept that was adopted after the Pediatric inpatient unit was closed at the Howard University Hospital. Prior to its closure, the unit provided third and fourth year medical students with patient and clinical practice encounters. Applying theory to practice is one of the most essential components to mastering a clinical rotation in medical school (Frank et al., 2010) and the integration of competency-based medical education is long overdue (Aschenbrener et al., 2012). With the use of videos, relevant study questions, journal articles and related quizzes, the En-bloc model has proven to be an excellent surrogate for lost patient interactions and a framework for competency based education.

Session Takeaways:
- Self-directed learning is an effective form of instruction
- Competency-based education improves learning
- En-bloc model is a conceptual framework to initiating self-directed and competency based education

Presenter: Edwin Witt Powell, Department of Pediatrics and Child Health, Howard University College of Medicine
Engaging Your Students with the Echo360 Video Platform
Session Strand: Innovative Pedagogy
Location: Hazel Hall Room 1045
Echo360 is the leading provider of active learning—we help colleges and universities improve student engagement, learning outcomes, and student success. Only Echo360 combines video management with lecture capture and active learning to increase student success.

We will discuss how faculty use Echo360 to increase student engagement and improve learning outcomes.

Presenter: Steven Rutherford, Felicja Syska, Echo360
Assessment of Students by Their Peers During Group Presentations
Session Strand: Assessment
Location: Hazel Hall Room 1013
Peer assessment can be an important aspect of the learning process. As part of a required course in the UMES School of Pharmacy curriculum, students conducting a group presentation were assessed by their instructor and peers. A total of 466 out of 472 evaluation forms were collected at the end of the presentations. Students consistently rated their peers higher than their instructor. This assessment procedure was unique to this course, and although time consuming, students were actively involved in evaluating their peers. Peer assessment can be very useful in engaging students in the learning process.

Learning Objectives:
- Discuss the significance of students’ peer evaluation in the learning process
- Analyze and compare the results of assessments between the instructor and students
- Provide recommendations on improving the student peer evaluation process

Presenter: Marie-Therese Oyalowo, School of Pharmacy, University of Maryland Eastern Shore

Building Community Partnerships: Promoting Student Social Responsibility on the Eastern Shore
Session Strand: Innovative Pedagogy
Location: Hazel Hall Room 1015
This session serves to emphasize the benefits of developing community partnerships on the Eastern Shore. We will highlight the benefits to both the community and the students/university. This course focuses on innovative designs for enhancing community outreach and curricular outcomes. The presenters will discuss how to create research opportunities, promote health and wellness, and develop social and professional responsibility within our students. We hope this presentation serves as a catalyst to implement these concepts in both your academic program and respective courses.

Learning Objectives:
- Describe the advantages of community outreach and the promotion of health and wellness
- List structured activities that promote health and wellness, research and social/professional responsibility in our community
- Integrate community partnerships into pre-existing clinical or didactic coursework

Presenter: Michelle Gorman, Michael Rabel, Katherine James, Department of Physical Therapy, University of Maryland Eastern Shore
Dirty Little Truths: Not! Microaggressions in the Classroom
Session Strand: Diversity and the Inclusive Classroom
Location: Hazel Hall Room 1012
Today as a society we encourage people to walk in their truths, but what happens when they lead to stereotyping, shaming, and diminished effectiveness in the classroom. This session will help educators understand what are microaggressions, how often our own cultural, generational, and geographical differences lead to unnecessary prosecution of students and what we can do to create a more inclusive classroom.

Learning Objectives:
- Define what are microaggressions
- Make educators aware of their own biases and microaggressions
- Provide exercises and examples on how to make the classroom more inclusive

Presenters: Jamila Johnson, Department of Hospitality and Tourism Management, University of Maryland Eastern Shore

Strategies for Increasing Instructor Immediacy in the Online Environment
Session Strand: Online Learning
Location: Hazel Hall Room 1032
Instructor immediacy plays an integral role in both face-to-face classes and online courses. When feeling a psychological connection to the instructor, students become more willing to comply with course requirements, they experience an increase in motivation and learning, and they are more likely to evaluate the instructor favorably. While instructor immediacy can be easily applied in most face-to-face learning environments, it can be much more difficult to achieve in online learning environments. This paper will explore the intricacies of online learning, the importance of instructor immediacy in all learning environments, and specific strategies for achieving instructor immediacy in online courses.

Learning Objectives:
- Describe teacher immediacy behaviors and their impact on student learning, motivation, and satisfaction
- Compare teacher immediacy behaviors in the face-to-face environment versus the online environment
- Describe specific methods for increasing teacher immediacy in the online environment

Presenter: Amy Oneal-Self, Department of Arts and Humanities, Wor-Wic Community College
Teaching & Learning in the Trauma-Informed Classroom
Session Strand: Diversity and the Inclusive Classroom
Location: Hazel Hall Room 1020
Educators across all curricula and age levels encounter students facing issues of anxiety, depression and Post Traumatic Stress. Whether experiencing the uncertainty of neighborhood violence, the food-insecurity of poverty, or the realities of modern warfare, our students often find themselves overwhelmed with academic demands and can spiral into a sense of failure and defeat. This session explores the effects of traumatic life events on the learning process, and offers researched-based activities proven to mediate those effects. We review what’s known about the effects of traumatic stress on the body and the need for healthy eating practices.

Session Takeaways:
- An overview of current research on PTSD and the classroom learning
- Specific activities to assist students in dealing with the effects of trauma and helping them become academically successful
- Research-based information regarding the nutritional impacts of stress on the learning process, and how to overcome those impacts

Presenter: Bill Cecil, Department of English and Modern Languages, Malinda Cecil, Department of Human Ecology, University of Maryland Eastern Shore

Results of the Adoption of Open Educational Resources for Differential Equations Course at Howard Community College, Columbia
Session Strand: Innovative Pedagogy
Location: Hazel Hall Room 1008
Exponentially increasing textbook prices are an emerging threat to equal access in education. Studies on the efficacy including success rates and withdrawal rates of courses using OER material show that students fare as well if not better with OER materials. Ancillary to this outcome is the significant monetary savings by students without any lose to quality of instruction. Data on success and withdrawal rates and student scores on each question of the final exam was analyzed for OER and regular courses. Study results and student perceptions of OER supports the prevailing body of research on the efficacy of OER courses.

Session Takeaways:
- Exponentially increasing textbook prices are an emerging threat to equal access in education
- Commercial textbooks and online assessments tools can now be supplanted with OER
- Preliminary data from our pilot OER Differential Equations course suggests that OER success rate remains the same as the success rate with commercial text books

Presenter: John Esenwa, Department of Mathematics, Howard Community College
Three Flipped Classroom Models: Design Thinking, Student-Led Group Discussions, and the Immediate Feedback Assessment Technique

Session Strand: Innovative Pedagogy
Location: Hazel Hall Room 1045

How can instructors enhance the quality of student engagement with the course content? How can students become better conversant with essential theoretical notions? This presentation will challenge participants to experience and critique three flipped classroom models: design thinking, student-led group discussions, and the Immediate Feedback Assessment Technique (IF-AT). These models, which can be deployed either separately, as discrete exercises, or simultaneously, as embedded activities, invite students to become co-teachers with the course instructor for a designated portion of the class session and to share in the responsibility for identifying and articulating the relevance of key aspects of the course content.

Learning Objectives:
- Become familiar with key theoretical underpinnings of design thinking and student collaboration
- Become familiar with strategies for helping students plan and implement an agenda for a twenty-minute group discussion
- Become familiar with the Immediate Feedback Assessment Technique (IF-AT) as an accountability tool for group discussions

Presenter: Gabriela Vlahovic-Jones, Department of English and Modern Languages, UMES

George Washington Carver Hall
Practical, Purposeful, and Painless: A Plan for Positive Assessment

Session Strand: **Assessment**  
Location: **Hazel Hall Room 1013**

As assessment continues to be an important academic buzzword, educators and students struggle to see beyond grades as the end all in evaluation. What can we do in the classroom to develop practical, purposeful and painless evaluation? As English faculty devoted to meaningful assessment, we will discuss ways we have utilized assessment in our classes:

1. Utilizing positive “peer” and “public” pressure in a public setting gives students a greater grasp on their performance making them accountable for their work.  
2. Utilizing “formative” over “summative” assessment motivates students to revise and feel more positive about writing assessment.

**Learning Objectives:**

- Utilize public forum or oral dialogue to develop self-evaluation and critical thinking skills  
- Emphasize formative over summative feedback/ assessment on writing to motivate students to revise and feel more positive about writing assessment  
- Discuss student and teacher outcomes and expectations as a result of this process

**Presenters:** Amy Hagenrater-Goody, Terry Smith, Department of English and Modern Languages, University of Maryland Eastern Shore

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Peer2Peer: Peer Academic Coaching & Mentor Tutoring

Session Strand: **Innovative Pedagogy**  
Location: **Hazel Hall Room 1015**

This session will provide support and creative strategies in developing or improving student leader programs. The Hawk Mentoring program at UMES will be presented as a model in design and approach in its response to the diverse and unique needs of first and second year students. The program is a retention initiative that provides a support network for students, and gives them access, guidance and encouragement. By creating a peer system, students are connected with mentors in the following ways: academic peer coaching, tutoring, first-year experience support/outreach, as well as civic engagement and service learning activities.

**Learning Objectives:**

- Learn how to develop and/or improve the student application process to find the most qualified and motivated peer leaders on your campus  
- Implement creative communication strategies for first and second year students using Blackboard, social media, phone APPs, and text messaging  
- Share best practices on incorporating peer academic advising and tutoring into student leader programs, including development, program logistics, assessment, and engagement

**Presenter:** Kimberly Clark-Shaw, Andrea Taylor, Center for Access and Academic Success, University of Maryland Eastern Shore
Innovations for Military Students
Session Strand: Diversity and the Inclusive Classroom
Location: Hazel Hall Room 1012

As current and former service members, many military students bring their unique views in regard to the development of knowledge and the steps involved to make meaning in their lives. In an effort to address the diversity and the inclusion of military students in the college classroom, both the graduate student and the faculty member will present on the following as they relate to the academic success of military students: Faculty awareness, teaching tips, awareness of Traumatic Brain Injury (TBI); vocational rehabilitation, assistive technology, independent living; campus support services, and community support services.

Learning Objectives:
- Understand the importance of developing transition strategies for the academic success of military students in the classroom
- Examine developmental manifestations of identity among military students and ways faculty can help facilitate their learning
- Encourage awareness of Traumatic Brain Injury (TBI) and how faculty can accommodate the diverse needs of military students who have TBI

Presenter: Maryam Rahimi, Stephanie Hallowell, Department of Rehabilitation Services, University of Maryland Eastern Shore

Reducing the Cognitive Load in e-Learning
Session Strand: Online Learning
Location: Hazel Hall Room 1032

Whether you are teaching online, hybrid or in-class it is important to understand different cognitive loads and how to avoid them. This session will help include hands-on activities for you to understand what extraneous words, pictures, and sounds may appear in e-learning and how to eliminate them.

Learning Objectives:
- Identify three forms of cognitive load
- Reduce extraneous cognitive processing in your e-Learning environment
- Differentiate between good and extraneous words, pictures, and sounds

Presenter: Cathy Passeri, Center for Instructional Technology and Online Learning, University of Maryland Eastern Shore
Improving the Writing Skills of 1st Generation College Students
Session Strand: Diversity and the Inclusive Classroom
Location: Hazel Hall Room 1020
Many 1st generation college students straddle two cultures: one that strives for knowledge and one that may not see the value of formal education. They often arrive in freshman composition classes lacking the skills necessary for successful college writing. This session explores writing as a process that can be taught and practiced as a step toward academic proficiency. Participants will experience a variety of techniques and approaches students can use to build “one good sentence” as they progress through the writing process, utilizing a step-by-step approach to produce high quality academic writing.

Learning Objectives:
- Develop a deeper understanding of the unique challenges facing 1st generation college students in the composition classroom
- Experience the power of personal story as a tested method to challenge and engage students while developing their academic writing skills
- Build a toolbox of techniques to assist their transition from a “high school mentality” to a “young scholar’s mentality”

Presenter: Bill Cecil, Department of English and Modern Languages, University of Maryland Eastern Shore

From Knowledge to Skill – Effective Interactive Teaching in Skill Building Disciplines
Session Strand: Innovative Pedagogy
Location: Hazel Hall Room 1008
Many college courses are built to develop student’s skills needed in future profession. Skills are different from knowledge. For many people, knowledge and skills are similar concepts used to describe competency. But for learning professionals there is a big conceptual difference. Knowledge is information acquired through reading, watching, listening, touching, etc. Skills, however, refer to the ability to apply knowledge to specific situations. Skills are developed through practice. This session, oriented to all STEM disciplines, will provide attendees with examples of interactive activities that are built to help students transferring their knowledge into skills and retain it.

Session Takeaways:
- What is the difference between knowledge and skill?
- What activities help students to build professional skills?
- How to assure that students retain the skills?

Presenter: Victoria Volkis, Department of Natural Sciences, University of Maryland Eastern Shore