University of Maryland Eastern Shore

INNOVATIONS
IN TEACHING & LEARNING

2019 CONFERENCE

Conference Program
June 6-7, 2019
# PRE-CONFERENCE SCHEDULE

## THURSDAY, JUNE 6, 2019

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<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>4:30 pm – 5:30 pm</td>
<td>CONFERENCE REGISTRATION</td>
<td>EASC Lobby</td>
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<tr>
<td>4:30 pm – 6:30 pm</td>
<td>WELCOME RECEPTION AND POSTER PRESENTATIONS</td>
<td>EASC Delmarva Power Atrium</td>
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### PRE-CONFERENCE WORKSHOPS

- **PCW1**: Internationalizing Your College Curriculum and Campus: Highlights from the International Faculty Development Seminar  
  Yen Dang, Department of Pharmacy Practice and Administration, UMES  
  April Stull, Department of Human Ecology, UMES  
  Lombuso Khoza, Center for International Education and Department of Human Ecology, UMES  
  **EASC 1069**

- **PCW2**: Assessing Learning Objectives in General Education Using the American Association of Colleges and Universities’ (AAC&U) VALUE (Valid Assessment of Learning in Undergraduate Education) Rubrics  
  Terry Smith, Writing Center and Department of English and Modern Languages, UMES  
  **EASC 1082**

- **PCW3**: Preparation of a Mindset Intervention Lesson to Enhance Student Outcomes in First Year Experience  
  Nicole Buzzetto-Hollywood, Department of Business, Management and Account, UMES  
  Bryant Mitchell, Department of Business, Management and Account, UMES  
  Austin Hill, Department of Business, Harford Community  
  **EASC 1072**

### WELCOME RECEPTION AND POSTER PRESENTATIONS

- Information Literacy Pedagogy  
  Joseph Bree, Frederick Douglass Library, UMES  
  Sharon Brooks, Frederick Douglass Library, UMES

- How Honors Programs Increase Education Abroad Participation Among Underrepresented Students  
  Loretta Mask Campbell, Richard A. Henson Honors Program, UMES  
  Lombuso Khoza, Center for International Education and Department of Human Ecology, UMES

- Utilizing Group Projects to Enhance Clinical Reasoning and Team Performance  
  Tosin David, School of Pharmacy and Health Professions, UMES

- Strategies for Student Self-Evaluation  
  Joseph Fees, Department of English and Foreign Languages, Delaware State University

- Investigating Mentoring Focal Areas and Success Initiative Participation: Evidence of Impact on Students’ Academic Performance and Retention in STEM related Fields  
  Zoe Johnson, Department of Natural Sciences, UMES  
  Eguono Wayne Omagamre, Department of Natural Sciences, UMES
### FULL CONFERENCE SCHEDULE

**FRIDAY, JUNE 7, 2019**

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<tr>
<td>8:00 am – 9:00 am</td>
<td>REGISTRATION AND BREAKFAST</td>
<td>Henson Center Ballroom</td>
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<td>9:00 am – 9:15 am</td>
<td>WELCOME AND OPENING REMARKS</td>
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<td></td>
<td>Latasha Wade, Interim Associate Vice President for Academic Operations</td>
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<td>Heidi M. Anderson, President</td>
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<td>Rondall E. Allen, Acting Provost and Vice President for Academic Affairs</td>
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<td>April J. Stull, Associate Professor</td>
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<td>9:15 am – 10:00 am</td>
<td>KEYNOTE PRESENTATION</td>
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<td>Mentoring Philosophy: A Self-Reflective Tool for Effective Teaching</td>
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<td>Tiera S. Coston, Educational Improvement Specialist, Center for the Advancement of Teaching and Faculty Development, Xavier University of Louisiana</td>
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<td>10:00 am – 2:30 pm</td>
<td>EXHIBITS OPEN</td>
<td>Hazel Hall Lobby</td>
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<td>10:00 am – 10:10 am</td>
<td>TRANSITION TO CONCURRENT SESSION ROOMS AND EXHIBITS</td>
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<td>10:10 am – 11:00 am</td>
<td>CONCURRENT SESSION GROUP #1</td>
<td>Hazel Hall (HH)</td>
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<td>Designing an Interdisciplinary Project for Problem-Based Learning (PBL): Hands-On Scenarios for Real-World Applications</td>
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<td>Cassandra R. Henson, Department of Health Sciences, Towson University</td>
<td>HH 1008</td>
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<td>Game-based Learning in Calculus</td>
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<td></td>
<td>Weiwei Zhu Stone, Mervin Disharoon, Edward Peterson, Department of Mathematics and Computer Science, UMES</td>
<td>HH 1012</td>
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<td>Test Anxiety in Science Students</td>
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<td>Elizabeth Noratel, Stephanie Rafferty, Department of Science</td>
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<td>Community College of Baltimore County</td>
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<td>A New Challenge for Higher Education: The Increasing Phenomenon of Contract Cheating in Online Education</td>
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<td>Dorothy L R Jones, Department of Accounting, Finance, and Information Management, Norfolk State University Jim Chen, School of Business, Norfolk State University</td>
<td>HH 1015</td>
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<td>Using Personalized Learning with OER to Improve Student Outcomes</td>
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<td>Jamison Miller, Natalie Chakrian, Lumen Learning</td>
<td>HH 1032</td>
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Jamie L.H. Goodall, Department of Public History, Stevenson University
Kerry Spencer, Department of Mathematics and Physics, Stevenson University

Microaggressions
Jamila B. Johnson, PGA Golf Management, UMES

11:00 am – 11:10 am  TRANSITION TO CONCURRENT SESSION ROOMS

11:10 am – 12:00 pm  CONCURRENT SESSION GROUP #2

Holistic Development of Undergraduate Students – Concept Cartoons to Authentic Discovery
Kausik Das, Department of Natural Sciences, UMES

Writing Effective Rubrics
Gretchen Foust, Cheryl Bowers, Department of Education, UMES

Combining Tools to Increase Student Engagement and Success
Mary Jane Pettola, Steven Rutherford, Echo360

Empowering Online Students as Self-Learners and Enhancing Active Learning Through Web Tools, Blackboard Interface and Do-It-At-Home Lab Activities
Upul Senaratne, Department of Math and Science, Wor-Wic Community College

Stasis Theory: An Ancient Model for the Modern Classroom
Gabriela Vlahovici-Jones, Department of English and Modern Languages, UMES

Lose the Lecture! An Interactive Learning Activities Guide for College Professors
Thomisha M. Duru, Department of Business and Entrepreneurship, Prince George’s Community College
May I Introduce My Friend?
George Ojie-Ahamioje, Department of Hotel-Motel-Restaurant Management, Wor-Wic Community College

I Don’t Understand You! Cultural and Linguistic Competency Considerations for College/University Faculty
Nkem P. Nonyel, Latasha Wade
Department of Pharmacy Practice and Administration, UMES

12:00 pm – 12:10 pm  TRANSITION TO HENSON CENTER BALLROOM

12:10 Pm – 1:20 pm  LUNCH and ROUNDTABLE DISCUSSION:
“Taking the Crabbiness Out of Teaching Innovation”

1:20 pm – 1:30 pm  TRANSITION TO CONCURRENT SESSION ROOMS AND EXHIBITS

1:30 pm – 2:20 pm  CONCURRENT SESSION GROUP #3

Redesigning Lectures to Improve Student Engagement and Learning
Madan Kharel, Frederick Tejada, Patrice Jackson-Ayotunde,
Department of Pharmaceutical Sciences, UMES

Infusing CAD and 3D Printing into Curriculum to Enhance Instructional Strategy
Joel Tomlinson, Etahe Johnson, Department of Technology, UMES

Improving Class Participation and Overall Performance Using a Ghost-Mode Class Participation Tool
Eguono Wayne Omagamre, Kausik Das, Department of Natural Sciences, UMES

Engaging Your Gen Z College Student: Integrate a Hypothetical Virtual Internship in Your Online Courses
Dorothy L R Jones, Department of Accounting, Finance, and Information Management, Norfolk State University
Elsie M. Barnes, Department of Political Science, Norfolk State University

Improving the Writing Skills of 1st Generation College Students (encore presentation)
Bill Cecil, Department of English and Modern Languages, UMES

The Power of OER: Implementing Highly Effective Math Courses Using OHM
Jamison Miller, Natalie Chakrian, Lumen Learning

Periodic Table of Poetry
Kerry Spencer, Department of Mathematics and Physics, Stevenson University
Amanda Licastro Department of English, Stevenson University

Pathways for Underprepared Students: High School to University through Community College
Angela L. Williams, Office of Institutional Effectiveness and Student Success,
Northern Virginia Community College
2:20 pm – 2:30 pm  TRANSITION TO CONCURRENT SESSION ROOMS

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

Top 200 Drugs Remix: Student Perceptions of a Redesigned Pharmacy Course
Latasha Wade, Hoai-An Truong
Department of Pharmacy Practice and Administration, UMES  HH 1008

Blackboard Ultra
Monica Hill, Blackboard  HH 1013

Engaging Learners in Outer Space: Keeping It Real in Online Learning
Mary Lynn McPherson, Department of Pharmacy Practice and Science, University of Maryland, Baltimore School of Pharmacy. Erin Hagar, Office of Academic Innovation and Distance Education, University of Maryland, Baltimore  HH 1015

How to Have a “Rich” Classroom Experience Using the PORR Theory
Karl V. Binns, Sr., Department of Hospitality and Tourism Management, UMES  HH 1032

Increasing Student Ownership of Classroom Discussion: Tools to Get Your Students Talking
Courtney P. Harned, Amy Hagenrater-Gooding, Jenna Crockett, Kaitlin Thatcher, Department of English and Modern Languages, UMES  HH 1045

The Impact of a Peer Support System on Academic Success with AT-PROMISE (Marginal) Students
Kimberly D. Clark-Shaw, Juliana L. Reagan, Center for Access and Academic Success, UMES  HH 2040

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

3:30 pm  CLOSING REMARKS

Cynthia J. Cravens, Assistant Professor
Mentoring Philosophy: A Self-Reflective Tool for Effective Teaching

Location: Richard A. Henson Center Ballroom

Strong mentorship has been demonstrated to enhance students’ learning in a variety of contexts. The mentoring effect has been shown to be particularly impactful on students from groups underrepresented in many of today’s top careers. Strong mentorship requires commitment and intentionality on the part of the mentor, and a mentoring philosophy can serve as the foundation for effective mentoring and teaching and learning. A mentoring philosophy is an introspective statement that explains and justifies the way you approach personal and professional relationships with students as you guide the students through development into a professional. It informs everything from how you advise a student of what course to take to how you engage them in the classroom. It can also inform the strategies and methods to improve your teaching and enhance your students’ learning. This discussion is designed to:

1. Introduce the idea and value of a mentoring philosophy
2. Link the creation and use of a mentoring philosophy to effective teaching
3. Provide participants the opportunity and support to begin crafting their own mentoring philosophy.

Presenter: Tiera S. Coston, Xavier University of Louisiana
Designing an Interdisciplinary Project for Problem-Based Learning (PBL): Hands-On Scenarios for Real-World Applications

Session Strand: **Innovative Pedagogy**
Location: **Hazel Hall Room 1008**

Today’s well-rounded professional needs a well-rounded educational foundation, creating the ability to operate in any economic sector. Problem-based learning (PBL) is a pedagogy focused on problem solving and decision making that can provide the framework for an interdisciplinary project providing students with that foundation. This conference session will discuss the theoretical background of PBL, providing guidance on creating and implementing an interdisciplinary project that can be applied to various programs or academic levels (undergraduate or graduate). Participants will learn best practices of the PBL approach, including: planning, platform selection, problem size and scope, as well as student learning and evaluation.

**Learning Objectives:**
- Understand the background of problem-based learning
- Discuss and exchange current pedagogical best practices among group participants
- Explore the core competencies and pedagogical requirements needed for preparing future graduates for problem solving and ultimately, strategic decision making

**Presenter:** Cassandra R. Henson, Department of Health Sciences, Towson University

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**Game-based Learning in Calculus**

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

This project, the game-based learning in Calculus, aims to improve success rates for the Calculus course. It explores how to use the high technology to help students learning Calculus, and how to let them learn math and practice math in a game like way. The APOS theory is applied to analyze the results. Finally, future work is discussed.

**Presenter:** Weiwei Zhu Stone, Mervin Disharoon, Edward Peterson, Department of Mathematics and Computer Science, University of Maryland Eastern Shore
Test Anxiety in Science Students
Session Strand: Assessment
Location: Hazel Hall Room 1013
Our population of students regularly experiences test anxiety. What is test anxiety and how can we help our students overcome it? Many studies have been done on college students who suffer from stress due to assessments. Here we describe several of these studies and discuss possible ways to implement strategies on our classroom to help students not only do better on assessments, but perhaps learn coping strategies that work outside the classroom as well.

Learning Objectives:
- Describe what test anxiety is
- Compare different types of physiological reactions to test stress
- Compare different methods to alleviate test anxiety in our students

Presenter: Elizabeth Noratel, Stephanie Rafferty, Department of Science, Community College of Baltimore County

A New Challenge for Higher Education: The Increasing Phenomenon of Contract Cheating in Online Education
Session Strand: Online Learning
Location: Hazel Hall Room 1015
Contract cheating, first defined by Clarke and Lancaster in the mid 2000's, (Clarke and Lancaster, 2007) is a form of cheating where students actively get someone else to do their work for them. The contract cheating business, a growing phenomenal of academic misconduct, is flourishing in today’s higher education ecosystem. With an enrollment of 19.9 million students in American colleges and universities for fall 2018 (National Center for Education Statistics), the supply and demand for contract cheating services continue to grow exponentially. How common is contract cheating at your institution? Is it increasing? What strategies and tools are being implemented by your institution to diminish these services?

Learning Objectives:
- Explore the concept of contract cheating and the need of awareness
- Discuss strategies and tools to discourage and detect this widespread practice
- Gain insights and guidance so that you might minimize students’ utilization rates of contract cheating services

Presenter: Dorothy L R Jones, Department of Accounting, Finance, and Information Management, Norfolk State University; Jim Chen, School of Business, Norfolk State University
Using Personalized Learning with OER to Improve Student Outcomes
Session Strand: **Innovative Pedagogy**
Location: **Hazel Hall Room 1032**

Open educational resources (OER) can deliver much more than textbook cost savings. When used with personalized learning tools, OER course materials can build better learners, deepen faculty-student connections and improve course completion rates. Attend this interactive show-and-tell demonstration to see what’s happening with next-generation OER and the data-driven learning design of Lumen’s affordable Waymaker courseware. Attendees are asked to bring a laptop for this session.

**Learning Objectives:**
- Interact with Waymaker courseware available to you (and how easy it is to adopt it for your own courses)
- Discover ways in which courseware—beyond access and affordability—can help you build connections with your students
- Explore the student experience of an adaptive study plan

**Presenter:** Jamison Miller, Natalie Chakrian, Lumen Learning

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Session Strand: **Diversity and the Inclusive Classroom**
Location: **Hazel Hall Room 1045**

Mentorship has important positive influences in academia, yet the mentor/mentee relationship can easily be ineffective or cross into toxic territory. First-generation/minority/LGBTQAIP students are particularly vulnerable when it comes to mentorship. The experience of Muggle-born students in the Harry Potter series provides us a lens to examine mentorship from the viewpoint of the first-gen/minority/LGBTQAIP student. Without prior knowledge of conventions/practices, such students are in a position to greatly benefit from good mentoring relationships, yet can be left vulnerable to bad ones. Additionally, these students may be overlooked by potential mentors due to subconscious (or even conscious) biases about their abilities. Reflecting on these parallels, we offer advice for first-gen/minority/LGBTQAIP and those who mentor them.

**Learning Objectives:**
- Understand the importance of mentorship for first gen/minority/marginalized students
- Be able to identify qualities of good, bad, and toxic mentorship
- Recognize the unique challenges that first gen/minority/marginalized students face

**Presenter:** Jamie L.H. Goodall, Department of Public History, Stevenson University; Kerry Spencer, Department of Mathematics and Physics, Stevenson University
Microaggressions
Session Strand: Diversity and the Inclusive Classroom
Location: Hazel Hall Room 2040

Are your compliments misunderstood? Do your conversations take a downward turn? Is it becoming more difficult to understand your students? This workshop presents about the words in between words, things unspoken, and how we can be more conscious of increasing sensitivities among students and ourselves.

Learning Objectives:
- Increase awareness of cultural diversity
- Bring acknowledgement of personal biases
- Become more effective communicators

Presenter: Jamila B. Johnson, PGA Golf Management Program, University of Maryland Eastern Shore
Holistic Development of Undergraduate Students – Concept Cartoons to Authentic Discovery
Session Strand: Innovative Pedagogy
Location: Hazel Hall Room 1008
In this talk, I will report the development of some concept cartoons for clicker questions for classroom use. Some preliminary data on their impact and students' reaction will be discussed. I will also report on the impact of inclusion of research in undergraduate curriculum. Some examples will be discussed, such as, the discovery of 1) a new resistance switching mechanism in metal oxide semiconductors which has the potential to be used as a memory device and 2) a new mechanism of plasma generation using a kitchen microwave. Both of these high impact research results came out of undergraduate research. One is published in the Nature Group of Journals Scientific Reports and the other is featured in the MIT Technology Review as a potential game changer. One patent was also filed based on these undergraduate research outcomes.

Learning Objectives:
- Enhance critical thinking
- Develop leadership through collaboration
- Develop academic communication skills

Presenter: Kausik Das, Department of Natural Sciences, University of Maryland Eastern Shore; Charles Grattan Baldwin, Department of Education, University of Maryland Eastern Shore

Writing Effective Rubrics
Session Strand: Assessment
Location: Hazel Hall Room 1012
Creating rubrics for your assignments will communicate to students what proficiency and excellence look like, increase the validity of your grading, assure that important learning outcomes are assessed, and make grading easier. Learn the components of effective rubrics and how you can tie your assessments to the assignment and outcomes - what you want your students to know or do. Bring an assignment with you (or come with an assignment in mind) and get started creating a rubric for your next class!

Learning Objectives:
- Identify the components of effective rubrics
- Connect rubrics to learning outcomes
- Create a rubric or rubric items for a selected assignment

Presenter: Gretchen Foust, Cheryl Bowers, Department of Education, University of Maryland Eastern Shore
Combining Tools to Increase Student Engagement and Success
Session Strand: Teaching with Technology
Location: Hazel Hall Room 1013
Echo360 has been the leading provider or Lecture Capture and interactive tools for over a decade. In this session, attendees will learn how the use of a variety of tools at their fingertips will enhance the in class experience, provide opportunities for student mastery, while allowing insight into student behavior for intervention and to increase success. Discussion will include current faculty use cases and research, including flipped classroom, peer to peer learning, and agile teaching.

Learning Objectives:
- Learn how to increase interaction between students in synchronous and asynchronous environments
- Combine tools for increased efficiency
- Use data for intervention

Presenter: Mary Jane Pettola, Steven Rutherford, Echo360

Empowering Online Students as Self-Learners and Enhancing Active Learning Through Web Tools, Blackboard Interface and Do-It-At-Home Lab Activities
Session Strand: Online Learning
Location: Hazel Hall Room 1015
Online web tools provide dynamic learning opportunities for self-learners to engage in lab activities in Introductory Earth Science classes (GEO 101). Combining digital media, Blackboard interface and hands-on-experiments, we provide online Earth Science students at Wor-Wic Community College an environment to learn and reinforce concepts through interactive lab activities that are aligned with traditional laboratory experiments performed in a regular lecture-lab course. Web resources are used to promote active learning along with simple do-at-home experiments and Blackboard lab tutorials which provide an invaluable learning experience for self-directed online students.

Learning Objectives:
- Apply the process of scientific inquiry and analysis
- Apply critical analysis and reasoning skills to evaluate evidence and draw conclusions
- Access, evaluate and appropriately use information technology to accomplish tasks and communicate ideas

Presenter: Upul Senaratne, Department of Math and Science, Wor-Wic Community College
Stasis Theory: An Ancient Model for the Modern Classroom
Session Strand: Innovative Pedagogy
Location: Hazel Hall Room 1020
After inviting students to discuss a certain course-related topic, have we ever faced disappointing results, such as long silences or unimaginative responses? Without claiming to serve as the perfect remedy to all unexciting conversations, stasis theory can nevertheless provide a powerful strategy for identifying points of dispute and formulating arguments. By revisiting this ancient pedagogical model, my presentation will show that stasis theory can serve as an effective critical thinking strategy, can organize a paper on any subject matter, and can invigorate oral and written discussions in a wide range of classroom contexts.

Learning Objectives:

- Become familiar with ancient and modern approaches to stasis theory
- Practice the application of stasis theory to sample arguments in the humanities and the sciences
- Explore applications to individual teaching practices

Presenter: Gabriela Vlahovici-Jones, Department of English and Modern Languages, University of Maryland Eastern Shore

Lose the Lecture! An Interactive Learning Activities Guide for College Professors
Session Strand: Innovative Pedagogy
Location: Hazel Hall Room 1032
Why lose the lecture? This workshop focuses on creating innovative interactive learning activities for college students. The activities range from fun and exciting Icebreakers, to entertaining professor teaching techniques. This session is particularly important because it sparks creative and critical thinking while helping professors identify innovative classroom teaching methods for traditional and nontraditional college students.

Learning Objectives:

- Develop and enhance student engagement within the classroom by using interactive teaching techniques
- Implement new ways of teaching outside of the traditional “classroom-lecture” style
- Create new and exciting learning lessons through fun and interactive activities

Presenter: Thomisha M. Duru, Department of Business and Entrepreneurship, Prince George’s Community College
May I Introduce My Friend?
Session Strand: Diversity and the Inclusive Classroom
Location: Hazel Hall Room 1045

Every instructor is likely to face challenges when interacting with different students in the classroom. In this concurrent session, each attendee will have a potato; the attendee will participate in an exercise where the physical qualities of the potato will be described using inclusive and appreciative languages. This activity will open participants to how biases and generalization are developed, and why people from the same culture or group should not be put in the same category.

Learning Objectives:

- Recognize self-imposed limits on your thinking, discover ways people from different backgrounds and culture hold similar beliefs and values
- Be more aware that self-cultural viewpoints, biases and stereotypes are held inadvertently
- Learn how to accept the differences and similarities and respect, accept, and value every student (RAVES)

Presenter: George Ojie-Ahamioje, Department of Hotel-Motel-Restaurant Management, Wor-Wic Community College

I Don’t Understand You! Cultural and Linguistic Competency Considerations for College/University Faculty
Session Strand: Diversity and the Inclusive Classroom
Location: Hazel Hall Room 2040

The United States population is becoming more diverse. This is particularly evident in Maryland where 49.1% of the population belongs to a racial/ethnic minority group. From 2014 to 2018, there was an increase in minority and foreign students attending USM institutions at the undergraduate (7.9%) and graduate (7.5%) levels. With the increasing diversity on college campuses, faculty are more likely to encounter students whose cultures and languages are different from their own, which can impact the learning environment and the student-faculty interaction. This session seeks to provide information that will help faculty create and sustain a supportive environment for students.

Learning Objectives:

- Provide data on the magnitude of student diversity at University System of Maryland institutions, including the University of Maryland Eastern Shore
- Discuss important cultural and linguistic issues that faculty should consider when engaging with diverse student population
- Describe strategies for promoting positive interactions among faculty and students within and outside of the classroom

Presenter: Nkem P. Nonyel, Latasha Wade, Department of Pharmacy Practice and Administration, University of Maryland Eastern Shore
Redesigning Lectures to Improve Student Engagement and Learning

Session Strand: **Innovative Pedagogy**
Location: **Hazel Hall Room 1008**

The PHAR530 course is a required course completed by 1st year students in the UMES PharmD program. The lectures are offered the first week of school in a 7-hour class format. The purpose of the lectures is to introduce the fundamentals of drug action. Historically, students struggle with the concepts as evidenced by their poor assessment performance. The session will describe the 2018 redesign details and current student performance data.

**Learning Objectives:**

- Develop a plan for a non-traditional teaching approach
- Devise a strategy for timely feedback to help guide student learning
- Devise an approach to reduce in-class instruction time

**Presenter:** Madan Kharel, Frederick Tejada, Patrice Jackson-Ayotunde, Department of Pharmaceutical Sciences, University of Maryland Eastern Shore

Infusing CAD and 3D Printing into Curriculum to Enhance Instructional Strategy

Session Strand: **Teaching with Technology**
Location: **Hazel Hall Room 1012**

Want to learn about 3D printing and Computer Aided Design (CAD) and how to infuse them into curriculum? This session will overview the different types of CAD software and 3D printers to assist in determining which is best the choice for your instructional strategy. If you do not know where to start or are thinking of incorporating CAD or 3D printing into your instructional strategy, this session is for you.

**Learning Objectives:**

- Learn the fundamentals of 3D Printing and Computer Aided Design (CAD)
- Discover different types of CAD software and 3D printers
- Determine which CAD software and 3D printer would best fit your instructional strategy

**Presenter:** Joel Tomlinson, Etahe Johnson, Department of Technology, University of Maryland Eastern Shore
Improving Class Participation and Overall Performance Using a Ghost-Mode Class Participation Tool
Session Strand: Teaching with Technology
Location: Hazel Hall Room 1013
Students’ class participation have been shown to be a significant contributor to improvements in students’ grades. A major drawback to class participation is fear of embarrassment and lack of confidence which has been correlated to peer influence. To build students confidence and allay the fear of embarrassment, an instructive technology that utilizes a ghost-mode model for class participation is currently been explored in this study. Opportunities for class participation in the form of open ended questions, multiple choice questions, quizzes, image choice, word cloud etc. are opened up intermittently after the consideration of a few slides with the students.

Learning Objectives:
- Design and utilize class presentation slides using Mentimeter Web Tool
- Develop "invisible" class participation opportunities into presentation slides using open ended questions, multiple choice questions, quizzes, image choice and 2x2 matrices
- Evaluate students' class participation by comparative analysis of class attendance and the Mentimeter analytics tool

Presenter: Eguono Wayne Omagamre, Kausik Das, Department of Natural Sciences, University of Maryland Eastern Shore

Engaging Your Gen Z College Student: Integrate a Hypothetical Virtual Internship in Your Online Courses
Session Strand: Innovative Pedagogy; Online Learning
Location: Hazel Hall Room 1015
A new generation of students (Generation Z) born after 1995 are arriving on our university campuses. What makes them unique? What are the best ways to motivate them? Learn to keep these students motivated and engaged by incorporating a virtual internship as part of your course design. This role play activity provides students with a distinctive learning opportunity, allowing them to apply concepts and methods learned in class in a virtual professional setting. The internship helps students to master workplace skills such as teamwork, initiative, accountability and follow-through, ethics, communication and analytical reasoning, problem solving, and information literacy as well as increase their self-confidence as effective project managers.

Learning Objectives:
- Provide concrete examples of how various course concepts can be developed through the practice of analytical skills, procedural experience, and decision making skills through role play
- Share lessons learned from integrating a hypothetical virtual internship teaching strategy in online courses

Presenter: Dorothy L R Jones, Department of Accounting, Finance, and Information Management, Norfolk State University; Elsie M. Barnes, Department of Political Science, Norfolk State University
Improving the Writing Skills of 1st Generation College Students
(Encore presentation)
Session Strand: Innovative Pedagogy
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

The Power of OER: Implementing Highly Effective Math Courses Using OHM
Session Strand: Innovative Pedagogy
Location: Hazel Hall Room 1032
As math faculty refine the design of math courses, open educational resources (OER) offer unprecedented flexibility to shape the learning experience, test its effectiveness, and make improvements to better support students and learning. OER in mathematics education include not only open textbooks, but also extensive video content and online homework systems with massive teacher-created question banks and algorithmically-generated problem sets. Attendees are asked to bring a laptop for this session.

Learning Objectives:

- Demonstrate the OHM courseware
- Summarize experiences in adopting OER for math courses using OHM courseware
- See how far math OER has come, thanks to a vibrant open education math community

Presenter: Jamison Miller, Natalie Chakrian, Lumen Learning
Periodic Table of Poetry
Session Strand: Innovative Pedagogy
Location: Hazel Hall Room 1045
A Night of Periodic Poetry was an event hosted this year as part of Stevenson University’s “Arts Alive” Initiative. Classes from the School of the Sciences and the Humanities met to engage with cross-disciplinary poetry and technology. Inspired by NPR’s 2015 “Elemental Poetry for the Masses,” NASA’s haiku challenge, and similar recent printing-press events, students from multiple disciplines wrote, revised, and printed haikus for every element of the Periodic Table. Writing tutors were on hand to help students revise their poetry, and then students printed their poems using a moveable type printing press. The event was broadcast through social media.

Learning Objectives:

- Demonstrate interdisciplinary activity
- Model a public-facing event
- Engage with poetry and technology

Presenter: Kerry Spencer, Department of Mathematics and Physics, Stevenson University; Amanda Licastro, Department of English, Stevenson University

Pathways for Underprepared Students: High School to University through Community College
Session Strand: Diversity and the Inclusive Classroom
Location: Hazel Hall Room 2040
The Pathway to the Baccalaureate program provides a pipeline for underprepared 11th and 12th graders for a four-year degree through community college. The speakers will describe a collaboration among three entities: area high school districts, a large multi-campus community college, and a state flagship university. The target population includes low-income, first generation, minority, and recent immigrant students who face significant barriers to access a four-year degree. In this program, community college counselors work with 11th and 12th graders whose chances of attaining a four-year degree are low. At the community college, counselors work under a case management model to provide holistic support to these students. The supports include intrusive advising and other high-impact services.

Learning Objectives:

- Learn how to build and sustain a pathway that has a significant impact on underprepared high school students’ access to a four-year degree
- Understand the critical elements needed to build a pathway for underprepared 11th and 12th graders from high school to university through a community college where students are sufficiently prepared to succeed
- Explore central data collection and practices for information accuracy

Presenter: Angela L. Williams, Office of Institutional Effectiveness and Student Success, Northern Virginia Community College
Top 200 Drugs Remix: Student Perceptions of a Redesigned Pharmacy Course

Session Strand: Innovative Pedagogy
Location: Hazel Hall Room 1008

PHAR 650 (Top 200 Drugs) is a required, longitudinal course completed by students in the 2nd professional year of the three year, concentrated Doctor of Pharmacy program at the University of Maryland Eastern Shore. The purpose of PHAR 650 is to expand students’ knowledge of the 200 most commonly prescribed drugs in the U.S. To improve student knowledge retention, learning, and engagement in this two-hour, biweekly course, the new PHAR 650 faculty implemented a redesigned course in fall 2018. This session will describe in detail how the course was redesigned and share student perceptions on the course redesign.

Learning Objectives:
- Describe the top 200 drugs course in the Doctor of Pharmacy curriculum
- Discuss the course redesign implemented in fall 2018
- Share pharmacy student perceptions of the redesigned course

Presenter: Latasha Wade, Hoai-An Truong, Department of Pharmacy Practice and Administration, University of Maryland Eastern Shore

Blackboard Ultra

Session Strand: Teaching with Technology
Location: Hazel Hall Room 1013

Whether you’ve already completed your SaaS migration or are still in the planning stages, you’ll want to see how enabling Learn Ultra with Base Navigation can help in transitioning to Learn Ultra courses for users. We will walk you through a step-by-step process to enable Ultra on your Test environment, to plan your Production roll-out, and to prepare your faculty and students for this exciting new Base Navigation experience. Also, see the latest features of Learn Ultra and what’s on the near-term horizon to promote learning excellence at your campus.

Learning Objectives:
- Understand the process and options for Learn Ultra deployment
- Acquire a Communication and Adoption toolkit for preparing your campus for Ultra
- Recognize the latest and upcoming features of Learn Ultra

Presenter: Monica Hill, Blackboard
Engaging Learners in Outer Space: Keeping It Real in Online Learning

Session Strand: **Online Learning**
Location: **Hazel Hall Room 1015**

In all learning environments, it is essential that we give learners an opportunity to practice new skills in a culture of safety, and receive formative feedback. This can be particularly challenging in an online learning environment. Participants in this fast-paced session will learn how we have incorporated an eleven-step adaptive release learning that allows learners to practice assessing pain in verbal and nonverbal patients in an online course. We will discuss the use of additional videotaped activities, and best practices for optimizing learning between two very diverse sets of students (e.g., medical and non-medical) in the same course.

**Learning Objectives:**
- Describe how to use an adaptive release learning activity to teach pain assessment in video-taped patient presentations in an online course
- Describe the use of video-taped segments that permit students to acquire skills in a culture of safety and receive formative feedback from peers and faculty
- Design learning experiences in an online course that includes two very dissimilar student populations who must acquire skills that allow them to function as a team

**Presenter:** Mary Lynn McPherson, Department of Pharmacy Practice and Science, University of Maryland Baltimore School of Pharmacy; Erin Hagar, Office of Academic Innovation and Distance Education, University of Maryland Baltimore

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How to Have a “Rich” Classroom Experience Using the PORR Theory

Session Strand: **Innovative Pedagogy**
Location: **Hazel Hall Room 1032**

This session is intended to increase participants’ ability to develop a classroom framework that emphasizes Preparation, Opportunity, Risk, and Reward. (PORR Theory). By combining group discussion with sharing of promising classroom practices, the presentation will include multiple frameworks for consideration, in-class activities, computer simulation, team building activities, various types of assessments and opportunities for participants to consider student-driven learning in a competitive environment.

**Learning Objectives:**
- Understand how to apply and integrate the PORR Theory into a team-focused undergraduate course
- Use Preparation, Opportunity, Risk, and Reward pillars as a decision-making teaching model
- Explain the impacts of decision-making methods on team outcomes and assessments

**Presenter:** Karl V. Binns, Sr., Department of Hospitality and Tourism Management, University of Maryland Eastern Shore
Increasing Student Ownership of Classroom Discussion: Tools to Get Your Students Talking

Session Strand: **Innovative Pedagogy**

Location: **Hazel Hall Room 1045**

Do you ever feel that you are the only person in the class preparing for and engaging in classroom discussions? Would you like more robust, inquiry-based discourse from your students? In this workshop, we will examine reading strategies to adequately prepare students for classroom discourse. Then, we will explore instructional tools for creating more vigorous, student-led Socratic discussions. Finally, we will investigate methods for assessing student engagement in classroom discourse. This session embraces student-centered instruction that not only promotes more accountability, but also inspires more ownership of the learning.

**Learning Objectives:**

- Examine methods to prepare students for classroom discussion
- Explore instructional tools for creating more robust, student-led Socratic discussions in the classroom
- Investigate strategies for student engagement in discussions as well as assessment

**Presenter:** Courtney P. Harned, Amy Hagenrater-Gooding, Jenna Crockett, Kaitlin Thatcher, Department of English and Modern Languages, University of Maryland Eastern Shore
The Impact of a Peer Support System on Academic Success with AT-PROMISE (Marginal) Students

Session Strand: Diversity and the Inclusive Classroom
Location: Hazel Hall Room 2040

The Step Beyond Summer Bridge Program is a comprehensive, five-week residential program that provides students the opportunity to earn admission to the University of Maryland Eastern Shore (UMES) for the upcoming semester. This holistic program provides developmental instruction in reading, writing, mathematics, critical thinking, and study skills for conditionally admitted freshman to facilitate first-year students with a successful transition to the campus community. Part of the program’s success is the peer mentoring and tutoring components designed to encourage and promote completion so the students are admissible and positioned for achieving academic and personal goals extending into their first year.

Learning Objectives:

- Learn how to develop and/or improve summer bridge programming and find the most qualified and motivated peer leaders on your campus
- Implement creative communication and tracking strategies for onboarding inadmissible first-year students using Starfish Retention Solutions, Blackboard, social media, phone APPs, and text messaging
- Share best practices on incorporating peer mentors and tutors into summer bridge programs: including development, program logistics, assessment, and engagement

Presenter: Kimberly D. Clark-Shaw, Juliana L. Reagan, Center for Access and Academic Success, University of Maryland Eastern Shore
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