## CONFERENCE SCHEDULE – DAY 1 – GENERAL SESSION

**THURSDAY, MAY 20, 2021**

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Presenter/Details</th>
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<tr>
<td>10:00 am – 10:10 am</td>
<td><strong>WELCOME AND ANNOUNCEMENTS</strong></td>
<td>Cynthia Cravens, Director, Center for Teaching Excellence (CTE), UMES</td>
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<td>10:10 am – 10:20 am</td>
<td><strong>PROVOST’S REMARKS</strong></td>
<td>Nancy Niemi, Provost and Vice President for Academic Affairs, UMES</td>
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<td>10:20 am – 10:30 am</td>
<td><strong>PRESIDENT’S REMARKS</strong></td>
<td>Heidi Anderson, President, UMES</td>
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| 10:30 am – 11:45 pm | **ROUNDTABLE**                                                       | How I Became a Better/Worse Teacher (or Student) Because of the Pandemic – Moderated by Cynthia Cravens, Director, CTE, UMES  
                                                                 | Kathryn Barrett-Gaines, Department of Social Science, UMES                          
                                                                 | Eileen Gilheany, Department of Social Work, Salisbury University                   
                                                                 | Zoe Johnson, UMES Toxicology Program: Doctoral Candidate                           
                                                                 | Bonni Miller, Instructional Designer, Salisbury University                         
                                                                 | Ciani Wells, Junior Class President, UMES                                         
                                                                 | Leslie West, Department of Business, Management and Accounting, UMES              |
| 12:00 pm – 2:00 pm | **FEATURED WORKSHOP**                                               | Building Bridges Between Walls: Fostering Inclusion Among Socially Diverse Students  
                                                                 | Yen Dang, Department of Pharmacy, UMES; Lombuso Khoza, Center for International Education, UMES |
| 2:00 pm – 3:00 pm  | **SPECIAL SESSION: A CLOSER LOOK**                                  | Discussion of the *Skills for Scholars Series* from Princeton University Press    
                                                                 | Peter J. Dougherty, Editor-at-Large, Princeton University Press                   |
| 3:00 pm – 3:15 pm  | **CLOSING REMARKS**                                                  | A Re-Cap: Reflect, Evaluate, and Anticipate                                       
                                                                 | Enjoy the musical performance of UMES students while you complete the Day 1 Evaluation form, chat with colleagues and plan your agenda for Day 2.  
                                                                 | Cynthia Cravens, Director, Center for Teaching Excellence, UMES                   |
### CONFERENCE SCHEDULE – DAY 2

**FRIDAY, MAY 21, 2021**

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Presenter(s)</th>
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| 9:00 am – 9:10 am | **VIRTUAL COFFEE AND WELCOME**       | Cynthia Cravens, Director, Center for Teaching Excellence, UMES  
|                |                                      | Brian Bergen-Aurand, Director, Center for Instructional Technology & Online Learning, UMES |
| 9:15 am – 9:45 am | **CONCURRENT SESSIONS GROUP #1 (30 MINUTES)** | Madan K. Kharel, Pharmacy Program, UMES  
|                |                                      | INNOVATIVE PEDAGOGY |
|                |                                      | Education is Not Absorbed from a Classroom Chair: Taking Pandemic Conditions Forward into Teaching  
|                |                                      | Kathryn Barrett-Gaines, Department of Social Sciences, UMES  
|                |                                      | INNOVATIVE PEDAGOGY |
|                |                                      | Supporting Student Wellness in the Online Classroom  
|                |                                      | Virginia N. Iannone, Department of Psychology, Stevenson University  
|                |                                      | ONLINE LEARNING |
|                |                                      | Expository Writing Boot Camp OER  
|                |                                      | Tracy L.F. Worley, Department of Humanities, Coppin State University  
|                |                                      | ONLINE LEARNING |
|                |                                      | Incorporating Voicethread as a Social and Teaching Tool in Online Learning  
|                |                                      | Sandra Lucci, Department of Organizational Systems and Adult Health, University of Maryland Baltimore School of Nursing  
|                |                                      | TEACHING W/ TECH |
|                |                                      | Remote Learning Using FlipGrid  
|                |                                      | Earlene B. Merrill, School of Nursing, Coppin State University  
|                |                                      | TEACHING W/ TECH |
| 10:00 am – 11:20 am | **KEYNOTE PRESENTATION** |  
|                |                                      | William Germano, Department of English, The Cooper Union  
|                |                                      | Kit Nicholls, Director, Center for Writing, The Cooper Union  
11:30 am – 12:30 pm  CONCURRENT SESSIONS GROUP #2  (60 MINUTES)

**SPECIAL SESSION: A CLOSER LOOK at Echo360**
Why Good is No Longer “Good Enough”: Hybrid Teaching in the Age Of COVID-19 and Beyond, No Matter the Teaching Modality
Steven Rutherford, Fred Thimme, Mary Jane Pettola, Echo 360

**TEACHING W/ TECH**

Using Google Docs and Google Slides for Group Work in Synchronous and Asynchronous Classes
Joseph Sparenberg, Department of Chemistry, Howard Community College

**TEACHING W/ TECH**

Integrative and Innovative Pedagogy in Clinical Nursing Education
Stacey Hittle, Nikki Adepoju, Sarah Crown, Department of Nursing, Stephenson University

**INNOVATIVE PEDAGOGY**

Feasibility of Virtual Mock Trials as a Parallel Teaching-Assessment Activity for Student Pharmacists at Two Pharmacy Programs During COVID-19 Pandemic and Beyond
Hoai-An Truong, Pharmacy Practice and Administration, and Lynn Lang, School of Pharmacy and Health Professions, UMES; Audrey Hsu, Ettie Rosenberg, Pharmacy Practice, West Coast University

**INNOVATIVE PEDAGOGY**
Elevating Culturally Responsive Pedagogy: Decolonizing the Curriculum
Paul Miller, Office of E-Learning, Innovation and Teaching Excellence,
Montgomery College

Does My Accent Make Me Smart or Dumb? Accent, Presumptions,
& Discrimination
Nkem P. Nonyel, Pharmacy Practice and Administration, UMES

12:35 pm – 1:35 pm CONCURRENT SESSIONS GROUP #3 (60 MINUTES)

Improving Academic Writing Skills in Post-Covid Classrooms
Bill Cecil, Department of English and Modern Languages, UMES

Faculty Development: Perspectives from Three Minority Serving
Institutions
Mohad Shahid, Department of Pharmaceutical Sciences, Chicago
State School of Pharmacy; Miriam Purnell, Department of Pharmacy
Practice and Administration, UMES School of Pharmacy; Jacquise
Unonu, Department of Clinical and Administrative Pharmacy Sciences,
Howard University College of Pharmacy

Human Stories of the Pandemic Through the Lens of Multiethnic Art
Interactions
Hazel L. Bradshaw-Beaumont Young, Department of Mass
Communication, and the Visual and Performing Arts, Delaware
State University

Use of Lab Simulation Software: A Tool for Engaging Students in Virtual
Learning
Adel Karara, Anjan Nan, Department of Pharmaceutical Sciences,
UMES School of Pharmacy

Using Kahoot! to Quiz, Motivate and Engage Students Virtually During
the Pandemic
Bina Daniel, Assessment Office, Weiping Song, Department of Chemistry,
Delaware State University
1:40 pm – 2:40 pm  CONCURRENT SESSIONS GROUP #4  (60 MINUTES)

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<tr>
<td>Advising in Times of Trauma and Opportunity</td>
<td>Malinda D. Cecil, Department of Human Ecology, UMES</td>
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<tr>
<td>Self-Directed Practices: Agency, Assessment and Transformation</td>
<td>Kris Messner, Jamey Gallagher, Department of English, Community College of Baltimore</td>
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<tr>
<td>Instructional Best Practices to Support Alternative Service Delivery Models</td>
<td>Paul Miller, Office of E-Learning, Innovation and Teaching Excellence, Montgomery College</td>
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<tr>
<td>How to Minimize Student Anxiety Before and During Exams</td>
<td>Joseph Sparenberg, Department of Chemistry, Howard Community College</td>
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<tr>
<td>Facilitating Class Participation in the Diverse Setting</td>
<td>June Locco, Department of English, Community College of Baltimore</td>
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<td>Remote Teaching Specialists: Pandemic Teaching, Triage and Triumphs</td>
<td>Chrys Egan, Fulton School of Liberal Arts; Echo Leaver, Department of Psychology; Paul Scovell, Department of Communication; Brittany Foutz Department of Conflict Analysis and Dispute Resolution and Political Science, Salisbury University</td>
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INNOVATIVE PEDAGOGY & DIVERSITY/INCLUSION

ONLINE LEARNING

DIVERSITY/INCLUSION

TEACHING W/ TECH
2:45 pm – 3:45 pm  CONCURRENT SESSIONS GROUP #5  (60 MINUTES; ONE 90-MINUTE SESSION)

**SPECIAL SESSION – 90 MINUTES**

“What are you talking about? and “Do I really need to know this?”: Tools of Engagement So You Don’t Get These Questions
Mary E. Layshock, Department of Physical Therapy, LaShawn D. Nastvogel, Department of Kinesiology, Lombuso Khoza, Department of Human Ecology and Center for International Education, UMES

**INNOVATIVE PEDAGOGY**

Reaching Non-traditional Students with Online Learning
Kerry Cleaver, Mickey Jancewski, and Donna Ervin, Department of Continuing Education, Wor-Wic Community College

**ONLINE LEARNING**

Inclusive Teaching
Yang Yu, Department of Social Sciences and Education, Howard Community College

**DIVERSITY/INCLUSION**

Potato Activity
George Ojie-Ahamiojie, Department of Business and Hospitality, Wor-Wic Community College

**DIVERSITY/INCLUSION**

Can Teachers Do It All: The Producer/Presenter Model for Virtual Learning
Charles Porter, Department of Arts & Humanities, Wor-Wic Community College

**TEACHING W/ TECH**
We’ve Finally Flipped  
C. Josh Simpson, Center for Teaching Excellence, Wilmington University  
**INNOVATIVE PEDAGOGY**

Pivoting a Case-Based Learning Elective into the Virtual Environment  
Kathleen Pincus, Department of Pharmacy Practice and Administration, UMES School of Pharmacy  
**ONLINE LEARNING**

Dental Students’ Perceptions of Online Case-Based Learning for Clinical Operative Skills During the COVID-19 Pandemic  
Ingrid Fernandes Mathias-Santamaria, Department of General Dentistry, University of Maryland School of Dentistry  
**ONLINE LEARNING**

What’s in a Name? Why Pronunciations are Important  
Miriam C. Purnell, Department of Pharmacy Practice and Administration, UMES; Jeremy Hughes, Department of Pharmacy, Chicago State University  
**DIVERSITY/INCLUSION**

Being a Culturally Responsive Educator  
Cindy Nicodemus, Department of Social Sciences, Howard Community College  
**DIVERSITY/INCLUSION**

Cultural Competence in the Multicultural Classroom  
Tracy L.F. Worley, Department of Humanities, Coppin State University  
**DIVERSITY/INCLUSION**

Effective Use of Padlet and Animaker to Engage/Motivate Students in an Online Environment  
Bahni Nandi, Department of Biology, Georgia Highlands College  
**TEACHING W/ TECH**

4:25 pm  
**CLOSING REMARKS**  
Once again, enjoy the musical performance of UMES students while you complete the Day 2 evaluation form, chat with colleagues, and debrief. Thank you for joining us!  
Cynthia Cravens, Director, Center for Teaching Excellence, UMES
ROUNDTABLE
How I Became a Better/Worse Teacher (or Student) Because of the Pandemic
General Session: 10:30 am – 12:00 PM

What’s happened to us this past year? Are we barreling toward a brave, new Post-COVID teaching-and-learning world or are we heading back to what’s traditional, comfortable, and tried-and-true? Higher Ed experts argue that nothing will ever be the same, but what parts of that are good and what parts are bad? Our own instructors, technologists, and students weigh in using their personal experiences from this past year then invite viewers to do the same.

Discussants:

Kathryn Barrett-Gaines, Department of Social Science, UMES
Eileen Gilheany, Department of Social Work, Salisbury University (not pictured)
Zoe Johnson, UMES Toxicology Program: Doctoral Candidate
Bonni Miller, Instructional Designer, Salisbury University
Ciani Wells, Junior Class President and English Major, UMES
Leslie West, Department of Business, Management and Accounting, UMES
FEATURED WORKSHOP
Building Bridges Between Walls: Fostering Inclusion Among Socially Diverse Students

Session Content Area: Diversity/Inclusion
General Session: 12:00 PM – 2:00 PM

According to the US Census Bureau, classrooms today have become more racially, ethnically, and socially diverse. Increasingly more females, minorities, and those who are older are applying to college. Additionally, students are likely to have dependents, work full-time, and are first-generation college students. Accordingly, a diverse set of needs must be met to allow for inclusive teaching and learning. This workshop explores social and cultural identities as they shape how students interact and learn in the classroom. Discussion on how to create an inclusive learning environment and self-reflections on developing curriculums that foster belongingness will be explored and shared.

* Attendees are encouraged to bring syllabi or existing assignments for the hands-on portion.*

Learning Objectives:
- Explore students’ social and cultural identities to determine factors that shape their performance in the classroom.
- Explain best-practice pedagogical approaches for inclusive teaching and learning.
- Evaluate your curriculum for diversity and belongingness to increase learning across student differences.

Presenters: Yen Dang, Department of Pharmacy and Lombuso Khoza, Department of Human Ecology and the Center for International Education, University of Maryland Eastern Shore
SPECIAL SESSION: A CLOSER LOOK

Peter J. Dougherty, Editor at Large, Princeton University Press

Discussion of the Work Involved in Editing the Skills for Scholars Series from Princeton University Press

General Session: 2:00 PM – 3:00 PM

Skills for Scholars is a series of books designed to equip scholars, students, and academic leaders with the resources needed to build and communicate knowledge today. The series includes titles in four areas: research; teaching and learning; communications, including reading, writing, speaking, translation, and visual and data communication; and professional development and leadership.

Peter J. Dougherty

Peter J. Dougherty retired as Princeton University Press’s director in August 2017 after a productive period of 13 years. During that time, he worked to build it into the thriving publishing operation that it is today. As editor, he was behind the publishing of its first New York Times best-seller, Irrational Exuberance by Robert J. Shiller, and was responsible for the publication of a catalog that is the envy of scholarly publishers everywhere. Dougherty kept Princeton University Press on a steady course through the turbulent times of digital technology, which changed just about every aspect of book publishing.

Now Dougherty is editing the acclaimed Skills for Scholars series, another successful product with a very practical purpose. His editorial prowess keeps the content relevant to educators in all facets of their work. These works should appeal to those interested in honing skills they have long-possessed, and those interested in acquiring skills that remain a challenge.
Flipped Classroom: Engaging Students in Virtual Learning Environments
Session Content Area: **Innovative Pedagogy**
The flipped classroom has been utilized across disciplines to bolster student engagement in the learning process. We piloted online flipped classrooms in subsections of two courses. Students were provided with pre-recorded lectures several days before the class. The class time was entirely used in active learning, quizzes, and follow-up discussions. Student performance on flipped online teaching was comparable to traditional lecture-based teaching. The majority of students found flipped teaching to be helpful for exam preparation, enhanced discussions, and interactions. However, their perception of flipped teaching largely remained unchanged before joining in and after the completion of courses. The flipped classroom may be an excellent tool to enhance student engagement in the learning process.

**Learning Objectives:**
- Outline components of flipped classroom teaching
- Describe the pros and cons of flipped classroom teaching
- Develop your own flipped classroom teaching plan

**Presenter:** Madan K. Kharel, Pharmacy Program, University of Maryland Eastern Shore

Education is Not Absorbed from a Classroom Chair: Taking Pandemic Conditions Forward into Teaching
Session Content Area: **Innovative Pedagogy**
My colleagues in Kiah Hall used to hate me, because I left my classrooms in what they saw as disarray. My chairs were in a large circle, or in small groups. My colleagues would complain to the building manager that chairs were not left in proper parallel lines, facing the front, like a factory assembly line. Classrooms with proper lines were the classrooms our grandmothers, mothers, and we toiled in as children. Every other space and mode of travel and communication has changed tremendously since the 1800s. Yet, the classroom remains the same. Finally, a pandemic has come to redeem my “unorthodox” ways of teaching. A moment from teaching this semester illustrates a 21st century classroom. My class was assembled in Collaborate Ultra. A student asked a question, another student immediately shared her screen to help answer it, but needed more information, so a third student, driving in her car, provided the final help by phone that we needed to understand the page that the second student was sharing. It was a perfect 21st century classroom and perfect student-centered, professor de-centered learning.

**Learning Objectives:**
- Embrace the opportunities that forced us out of the classroom
- Embrace all technologies that engage students simultaneously and concurrently inside and outside of a classroom, in or out of a chair
- Rethink what education is and how and where it happens

**Presenter:** Kathryn Barrett-Gaines, Department of Social Sciences, University of Maryland Eastern Shore
Supporting Student Wellness in the Online Classroom  
Session Content Area: **Online Learning**  
This will be an interactive session where the presenter will demonstrate use of the various platforms that she uses to assess and support student wellness. Participants in this session will be asked to "play along" as if they were students in an online class.

**Learning Objectives:**
- List 3 challenges to engaging students in the online/remote environment
- Identify the primary mental health and wellness issues faced by students since the COVID-19 pandemic began
- Use free and simple online platforms to assess and support student wellness in the online learning environment

**Presenter:** Virginia N. Iannone, Department of Psychology, Stevenson University

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Expository Writing Boot Camp OER  
Session Content Area: **Online Learning**  
The Expository Writing Boot Camp is a learner-centered open educational resource (OER) that allows students to move through the materials at their own pace and have access beyond the semester. It was created to support the learning of freshman English Composition students at Coppin State University (CSU), to further stimulate learning, and improve outcomes through facilitator-led and self-directed study. In this mini-session, instructors will be exposed to the development, implementation, and maintenance of the OER.

**Learning Objectives:**
- Introduce the open educational resource (OER) and understand the necessity of supplementing costly textbooks with OER
- Discuss the open educational resource as a tool for student performance improvement
- Demonstrate one strategy for effectively curating available sources to meet the needs of diverse student groups

**Presenter:** Tracy L.F. Worley, Department of Humanities, Coppin State University

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Incorporating Voicethread as a Social and Teaching tool In Online Learning  
Session Content Area: **Teaching with Technology**  
Belonging to a learning community contributes to increased student engagement, satisfaction, and success in the online learning environment. Supported by the community of inquiry framework, participants will explore the use of VoiceThread, a cloud-based social media platform, to enhance collaborative learning, reflective discourse, and student connections. VoiceThread's ability to humanize the learning environment by increasing social and teaching presence is explored including its advantages and disadvantages. Integration of technology transforms teaching through new, connected relationships between teachers, students, and content. Creating a plan to incorporate VT in an online course will be examined.
Learning Objectives:
- Describe the Community of Inquiry (COL) Framework
- Explore the uses of Voicethread (VT) in online learning including advantages and disadvantages as an asynchronous tool
- Create a plan to incorporate VT as an instructional strategy or learning activity in an online course

Presenter: Sandra Lucci, Department of Organizational Systems and Adult Health, University of Maryland Baltimore School of Nursing

Remote Learning Using FlipGrid
Session Content Area: Teaching with Technology
The COVID-19 pandemic was far from over in the United States, with cases continuing to surge in many parts of the country and a second wave was said to be imminent. The pandemic forced prelicensure baccalaureate nursing programs to rapidly reevaluate clinical teaching methodologies. To meet clinical learning outcomes and maintain high educational standards with minimal anxiety and disruption for students, a mental health teaching team at an HBCU Mid-Atlantic University developed an innovative revised plan for facilitation and validation of clinical experiences within remote learning using the classroom technology, Flipgrid, a social learning platform enables asynchronous video discussion.

Learning Objectives:
- Create a Flipgrid account, at least one Grid and one Topic to share
- Create Post a response in a Grid
- Effectively plan for the integration of Flipgrid into a course

Presenter: Earlene B. Merrill, School of Nursing, Coppin State University
What Does a Syllabus Design?

In an era of increasingly urgent emergencies and contingencies, our work as teachers becomes more complex. How do we design courses in the context of the climate crisis, racial injustice, or a global pandemic? And how can the everyday work we do with students empower them to recognize their agency in addressing our many challenges—even if we’re teaching electrical engineering or graphic design or human ecology?

William Germano


Kit Nicholls

Kit Nicholls received a Ph.D. in English at New York University and a B.A. in creative writing at the University of Michigan, Ann Arbor. He is the Director of the Center for Writing at the Cooper Union and the author of *Syllabus: The Remarkable, Unremarkable Document That Changes Everything*, co-authored with William Germano (Princeton University Press, 2020). His essays have appeared in venues such as *European Romantic Review*, *The Chronicle of Higher Education*, and *Psyche*. 
SPECIAL SESSION: A CLOSER LOOK – Echo360
Why Good is No Longer “Good Enough”: Hybrid Teaching in the Age of COVID-19 and Beyond, No Matter the Teaching Modality
Session Content Area: Teaching with Technology
We will discuss innovative ways to use academic technology in the classroom to transform teaching and learning:

- Create and share relevant content for every user type
- Improve student stickiness
- Foster peer to peer learning
- Make life easier for faculty

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.

Presenters: Steven Rutherford, Fred Thimme, Mary Jane Pettola, Echo360

Using Google Docs and Google Slides for Group Work in Synchronous and Asynchronous Classes
Session Content Area: Teaching with Technology
Before the pandemic, students complained about not enough group work in classes. Since classes switched to remote, there has been even more of a disconnect among students. Sparenberg started using Google docs in his CHEM 101 remote class for group quizzes. Results show an immediate improvement in exam and final grades. This past semester, he implemented a Google Slides study guide where students write questions for other students to answer. Student feedback has been all positive for both assignments. This presentation will also cover innovative ways to grade the assignments where students hold themselves and each other accountable.

Learning Objectives:
- How to get students to work together on assignments online
- How to grade students for group assignments so everyone is held accountable
- How to get students grades to improve

Presenter: Joseph Sparenberg, Department of Chemistry, Howard Community College

Integrative and Innovative Pedagogy in Clinical Nursing Education
Session Content Area: Innovative Pedagogy
The COVID pandemic required educators to adapt and reinvent our approaches to education. This was very evident for nurse educators who lost clinical sites and had to initiate innovative pedagogy to meet student outcomes without in-person opportunities to learn clinical skills and concepts. Innovative approaches using various technologies and student engagement techniques were applied to educate students on concepts such as clinical decision-making,
communication, collaboration, safety, and skill building. Likewise, two specialty nursing areas were integrated in a virtual and in-person experience to enhance the education of students and conceptualize the care of patients through two different lenses. Medical-Surgical and Psychiatric concepts were integrated to give students opportunities to understand how to apply concepts from both specialties and provide patient-centered care that is holistic and empathetic. Although unique to nursing, the innovative approaches used to facilitate and teach clinical without having clinical sites can be applied to any specialty area if faculty are driven to improve student engagement and provide active learning opportunities.

**Learning Objectives:**
- Identify ways to integrate concepts to teach within their specialty area
- Construct ideas for innovation that may be applied within their own classrooms
- Describe the advantages of active learning in the classroom (remote or in person) to enhance student learning

**Presenters:** Stacey Hittle, Nikki Adepoju, Sarah Crown, Department of Nursing, Stephenson University

**Feasibility of Virtual Mock Trials as a Parallel Teaching-Assessment Activity**

**Session Content Area:** Innovative Pedagogy

Objectives: Describe the feasibility of Virtual Mock Trial (VMTs) by evaluating student performance, perceptions on technology and overall experiences.

Methods: VMT was implemented at two pharmacy programs via video-conferencing in 2020. Faculty-judges and student-jurors rated student performance. A post-VMT survey was administered. Descriptive analyses were performed.

Results: Forty-six students from UMES and 89 from WCU participated. Faculty-judges’ and student-jurors’ evaluation score for student performance were included. Perceived usefulness, ease of use, attitude toward using, and behavioral intention regarding technology use all had means >5 on a 7-Point Likert Scale. 79% of students rated VMT experience as 6 or 7.

**Learning Objectives:**
- Describe the Feasibility of a Virtual Mock Trial (VMT) as a teaching-learning activity
- Examine faculty-judges’ and student-jurors’ respective assessments of students’ performance outcomes in the VMT
- Describe students’ perceptions about the use of technology and how technology facilitates student-participation in the VMT and the overall process and experience

**Presenters:** Hoai-An Truong, Pharmacy Practice and Administration, Lynn Lang, School of Pharmacy and Health Professions, University of Maryland Eastern Shore; Audrey Hsu, Ettie Rosenberg, Pharmacy Practice, West Coast University
Elevating Culturally Responsive Pedagogy: Decolonizing the Curriculum
Session Content Area: Diversity and the Inclusive Classroom
This session explores a network of coordinated PD and instructional resources to guide faculty and support staff in their inclusion of marginalized voices within their course(s)/academic support offerings. Participants will learn about a multidimensional lens that intentionally connects faculty, support staff, and students to current social justice issues that lead to course modifications leveraging evidence-based teaching practices (e.g., culturally responsive teaching, open pedagogy, active and collaborative learning, et cetera).

Learning Objectives:
- Explain the difference between culturally responsive teaching and decolonizing the curriculum
- Reflect on their current practices and set a goal for engaging their students in decolonizing their curriculum
- En-bloc model is a conceptual framework to initiating self-directed and competency-based education
- Identify tools to support the application of the principles of decolonizing the curriculum

Presenter: Paul Miller, Office of E-Learning, Innovation and Teaching Excellence, Montgomery College

Does My Accent Make Me Smart or Dumb? Accent, Presumptions & Discrimination
Session Content Area: Diversity and the Inclusive Classroom
With increasing national diversity, racial/ethnic minority comprises about 49.1% of Maryland’s population. The 2016 to 2020 USM student diversity and inclusion data show an increase in undergraduate students with underrepresented minorities increasing from 35.2% to 36.9%, and foreign students accounting for about 3% of the undergraduate and 13% of graduate student populations. Appropriately managed dynamics of differences in culture and languages is essential for successful academic environment and learning outcomes. This session seeks to provide faculty with information on cross-cultural considerations for a supportive environment for international and immigrant students.

- Discuss University System of Maryland (USM) student diversity and inclusion data
- Analyze cross-cultural issues for international and immigrant students including accents, presumptions, and discrimination; and its academic and economic ramifications
- Propose faculty considerations for international and immigrant students for a sustaining and supportive learning environment

Presenter: Nkem P. Nonyel, Pharmacy Practice and Administration, University of Maryland Eastern Shore
Improving Academic Writing Skills in Post-Covid Classrooms

Session Content Area: **Innovative Pedagogy**

We live in traumatizing times. Exposure to political conflict, community violence, and disruptive economics can affect learning processes and cause students to enter college composition classes without the skills necessary for high quality academic writing. Current research indicates students often face personal issues that can spiral into academic failure. We will consider the effects of trauma on learning and discuss amelioration strategies. We will explore research-driven methods to craft academic writing. Strong writing skills develop strong scholarship, and that allows students to explore and develop their own unique voice.

**Learning Objectives:**

- Develop a deeper understanding of the effects of trauma on college students in the composition classroom
- Explore research-driven methods to ameliorate trauma’s negative effects on learning
- Provide recommendations on improving the student peer evaluation process

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

Faculty Development: Perspectives from Three Minority-Serving Institutions

Session Content Area: **Assessment**

Faculty from three minority-serving institutions will share various approaches to faculty professional development at their pharmacy schools and identify individual program strengths. They will highlight three areas: peer teaching evaluations, faculty mentoring, and practice understanding (e.g. programs to ensure non-clinical faculty understand the pharmacy profession). Faculty development models are often not widely known outside of the respective institutions. This presentation will provide an opportunity for programs to reflect on strengths and weaknesses at home institutions and will provide a relevant framework for faculty development with a focus on the unique aspects of and challenges faced by the minority-serving institutions.

**Learning Objectives:**

- Discuss the current status of faculty development in health professions and review relevant literature
- Describe current efforts among three pharmacy programs to support faculty professional development needs
- Discuss strategies to evaluate faculty professional development needs, including approaches to mitigating barriers

**Presenters:** Mohad Shahid, Department of Pharmaceutical Sciences, Chicago State School of Pharmacy; Miriam Purnell, Department of Pharmacy Practice and Administration, University of Maryland Eastern Shore School of Pharmacy; Jacqueise Unonu, Department of Clinical and Administrative Pharmacy Sciences, Howard University College of Pharmacy
Human Stories of the Pandemic Through the Lens of Multiethnic Art Interactions
Session Content Area: Diversity and the Inclusive Classroom
An art educator examines the impact that the anxiety associated with the pandemic has had on her University Art Education classes. She examines the economic impact and ways in which COVID 19- affected students' abilities to perform effectively during art education instructions. Serious health issues and financial challenges were identified. She discovered liberal arts students, particularly studio and art education majors, were committed to collaboration, creativity, and critical thinking. They valued sustainability, global perspectives, equity, and inclusion even with the challenges they experienced. They were curious, adventurous, and innovative and several chose to share their experiences through visual essays. Cultural Appropriation is a constant part of our students' lives in their exposure to visual culture every day through multiple forms of print and online media. However, we can help them to process the increasingly visual world we live in by discussing how artists use the work of others. In turn, we can help them develop their own opinions about that they see and experience during the COVID-19 pandemic by creating works of art such as visual essays.

Learning Objectives:
- Advocate for increasing funding and strengthening support of our public colleges and university's art programs
- learn that that old things aren’t always the way one may think they are - the core method behind educational inquiry of all kinds
- Think with empathy and see in new ways the cultures, beliefs, and even realities that we once described as “other”

Presenter: Hazel L. Bradshaw-Beaumont Young, Department of Mass Communications, and the Visual and Performing Arts, Delaware State University

Use of Lab Simulation Software: A Tool for Engaging Students in Virtual Learning
Session Content Area: Teaching with Technology
The Drug Discovery and Biomedical Research Training program provides hands-on lab experience and mentoring to underserved minority high school students. With the inability to conduct an in-person summer camp, we transitioned to a virtual program in 2020. One highlight of the sessions was the use of interactive simulation software by program faculty e.g., science labs (Labster®), animal behavior experiments Sniffy the Virtual Rat®, and aseptic compounding (Virtual Interactive Clean Room®). A critical feature of all the software programs was the ability to monitor student engagement. Students' responses indicate that they enjoyed the virtual labs and appreciated the effort to implement the game-like lab simulation exercises.
Learning Objectives:

- Describe how lab simulation software was stimulated student interest and engagement in the classroom
- Provide examples from the interactive simulation science labs (Labster®) and aseptic compounding (Virtual Interactive Clean Room®) as applied from the blackboard platform
- Share survey data from high school students who participated in a two-week virtual biomedical science education summer camp that used lab simulation software

Presenter: Adel Karara, Anjan Nan, Department of Pharmaceutical Sciences, University of Maryland Eastern Shore School of Pharmacy

Using Kahoot! to Quiz, Motivate and Engage Students Virtually During the Pandemic

Session Content Area: Teaching with Technology

The free Kahoot! web application is a fun, learning and engagement tool. Active learning is the process of engaging students in the learning process beyond passively listening to lectures and has been associated with higher student achievement. However, this type of learning has becoming challenging during the pandemic. Kahoot! is a game-based system used as a Classroom Response System (CRS), allowing students to use cellphones as game responders. This interactive session demonstrates how to use Kahoot! to gauge learning through quizzes, motivate students through immediate feedback/acknowledgment, explain topics, and conduct audience polls in virtual environments. Kahoot! is useful for collecting/reporting formative student learning assessment data.

Learning Objectives:

- Increase class participation and improve student engagement
- Enhance student learning and knowledge retention
- Utilize Kahoot! as a tool to assess student learning

Presenters: Bina Daniel, Assessment Office, Weiping Song, Department of Chemistry, Delaware State University
Advising in Times of Trauma and Opportunity  
Session Content Area: **Innovative Pedagogy & Diversity and the Inclusive Classroom**  
Faculty can be innovative and engaging, however, if students are not advised correctly with compassion and understanding, they may never reap the full benefits of their college experience. This is a disruptive time for many students. Research shows that students are experiencing record levels of anxiety and depression; so more than ever, they need advisors who hear them, respect them, and care about them. Are we doing enough to ensure students get the support they need, as well as the self-care advisors need to prevent burn-out? This presentation will explore student perceptions and strategies for appropriate and supportive advising.

**Learning Objectives:**
- Review data from the National Survey of Student Engagement about perceptions of advisors especially for first-year and minority students
- Develop strategies for making a “Team Sport” out of advising
- Create a plan for effective advising and personal self-care

**Presenter:** Malinda D. Cecil, Department of Human Ecology, University of Maryland Eastern Shore

Self-Directed Practices: Agency, Assessment and Transformation  
Session Content Area: **Innovative Pedagogy & Assessment**  
As a result of systematic changes in placement and culturally responsive approaches to pedagogy, how we think about writing and writing assessment should change. In this interactive workshop, speakers discuss self-directed writing projects and antiracist writing assessment. Labor-based grading contracts, as theorized by Asao Inoue, and self-directed writing projects combine in powerful ways to provide students with agency and they shift how we think about student capabilities and academic spaces. We share examples of labor-based grading contracts and student directed projects, and we will brainstorm with participants ways to encourage a more progressive and transformative practice in the classroom.

**Learning Objectives:**
- Re-think standardization
- Develop alternate approaches to assessment
- Formulate self-directed curriculum

**Presenters:** Kris Messner, Department of English, Jamey Gallagher, Department of English, Community College of Baltimore
Instructional Best Practices to Support Alternative Service Delivery Models
Session Content Area: **Online Learning**
When students collaborate, they have an opportunity to discuss new concepts with someone close to their level of understanding. They get to try out new ideas and ask questions in a small group before speaking to the whole class or finishing a product or assignment. During this session, you will learn about the Four C's of 21st Century learning (critical thinking, communication, collaboration, and creativity) and gain practical applications that can be applied to reinforce the notion of communication, collaboration, critical thinking, and creativity.

**Learning Objectives:**
- Reflect on existing instructional practices and connect to collaborative/cooperative learning research and its benefits
- Analyze their role as an instructor and how student engagement can help support desired classroom outcomes
- Design an effective learning environment using a simple four-step collaborative/cooperative learning approach (teach, team, test, team recognition)
- Identify and select tools to transform lessons delivered through alternative service delivery models

**Presenter:** Paul Miller, Office of E-Learning, Innovation and Teaching Excellence, Montgomery College

How to Minimize Student Anxiety Before and During Exams
Session Content Area: **Diversity and the Inclusive Classroom**
Sparenberg struggled on exams regardless of how well he understood the material. He was going to fail out, so he took time off and got help he needed for anxiety. A decade later, he enrolled in community college and, then, UMBC earning dual BS degrees in Biochemistry and Biology. Continuing at UMBC, he earned his MS in Chemistry. Between personal experiences and observations, he created tips to help students combat exam anxiety. Initially an announcement to a class, it blossomed into this presentation. Students often are not willing to reach out to us. We need to reach out to them.

**Learning Objectives:**
- Tips for instructors to provide students to minimize anxiety
- Tips for instructors to use to minimize student anxiety
- Signs instructors should look for when a student needs help

**Presenter:** Joseph Sparenberg, Department of Chemistry, Howard Community College
Facilitating Class Participation in the Diverse Setting
Session Content Area: Diversity and the Inclusive Classroom
Class participation can be challenging for any student, but is particularly concerning for students of diverse and marginalized groups. Participation should be an opportunity to learn about the amazing people with whom students will share the next two to four years of their learning lives. Students may learn academics from their instructors, but they learn about humanity from their diverse classroom setting. This program will offer an opportunity for participants to share and learn techniques to facilitate participation, tossing away the antiquated use of a point system, and making the classroom a relaxing experience without a looming cloud of insecurity.

Learning Objectives:
- Learn about students' various reasons for reluctance to participate in online or in-person discussions
- Share their experience and approach to this challenge
- Learn innovative ideas to help facilitate student participation

Presenter: June Locco, Department of English, Community College of Baltimore

Remote Teaching Specialists: Pandemic Teaching, Triage and Triumphs
Session Content Area: Teaching with Technology
Salisbury University’s “Fulton Remote Teaching Specialists” (RTS) involves 15 faculty members from different programs in the arts, humanities, and social sciences, who agreed to: 1) identify a useful remote teaching resource to share, 2) lead a 90-minute instructional workshop, 3) mentor colleagues through instructional challenges, and 4) participate in RTS meetings on best practices. To date, the open access RTS MyClasses site has over 100 users, 35 teaching tools A-Z, 461 resource files, and 30 hours of workshop recordings. Presenters will briefly showcase Canva, Padlet, closed captioning, professor presence, student engagement, and case studies.

Learning Objectives:
- Understand how instructors can create a supportive community to share tools and techniques for teaching under difficult circumstances
- Consider course use of Canva, Padlet, closed captioning, professor presence, student engagement, and case studies
- Accessing exciting site of useful resources

Presenters: Chrys Egan, Fulton School of Liberal Arts; Echo Leaver, Department of Psychology; Paul Scovell, Department of Communication; Brittany Foutz, Department of Conflict Analysis and Dispute Resolution and Political Science, Salisbury University
SPECIAL SESSION – 90 MINUTES
“What are you talking about?” and “Do I really need to know this?” Tools of Engagement So You Don’t Get These Questions
Session Content Area: Innovative Pedagogy
You are prepared for class and think you’re off to a good start, but then you look up and see blank stares or no stares at all. Does this sound familiar? Experience a different way to prepare and share your knowledge that helps students to be fully engaged. We will learn and practice proven methods to increase student understanding and connectedness, to respond to and enhance your students’ path to learning, and to avoid pitfalls that limit engagement and success. Join us on this journey to effective teaching and learning!

Learning Objectives:
- Develop the use of observation to enhance verbal and non-verbal aspects of communication in the learning process
- Demonstrate an understanding of the value of actionable empathy in teaching and learning
- Demonstrate the ability to use stories to form a connection between class content and the students to achieve learning outcomes

Presenters: Mary E. Layshock, Department of Physical Therapy; LaShawn D. Nastvogel, Department of Kinesiology; Lombuso Khoza, Department of Human Ecology and Center for International Education, University of Maryland Eastern Shore

Reaching Non-traditional Students with Online Learning
Session Content Area: Online Learning
Preparing people for the workforce is a key component of the community college mission. When Covid-19 hit, classes to prepare future workers continued. Learn how Wor-Wic’s Continuing Education Department has adapted their allied health courses to utilize online learning platforms. Hear from the instructional designer, an administrator and instructors on how they have begun to incorporate online material and activities in all of their sessions.

Learning Objectives:
- Identify several challenges related to online learning, reaching diverse students, and preparing teachers to implement
- Discuss ways to overcome challenges in student and teacher preparedness to implement online learning strategies
- Identify several steps you can take to prepare your teachers and students to utilize online learning strategies

Presenters: Kerry Cleaver, Mickey Jancewski, Donna Ervin, Department of Continuing Education, Wor-Wic Community College
Inclusive Teaching
Session Content Area: Diversity and the Inclusive Classroom
Inclusive teaching refers to a variety of teaching approaches that address the needs of all students. It provides a learning experience that allows students from all backgrounds, learning modalities and abilities to be successful. Inclusive teaching strategies create a learning environment where all students feel valued and have equal opportunities to learn. This session will share a few teaching strategies on how to create an inclusive learning environment for both online teaching as well as in a physical classroom.

Learning Objectives:
- Understand what inclusive teaching is, and why we need to promote it
- Understand what inclusive teaching includes
- Walk away with a few inclusive teaching strategies on how to create an inclusive learning environment

Presenter: Yang Yu, Department of Social Sciences and Education, Howard Community College

Potato Activity
Session Content Area: Diversity and the Inclusive Classroom
Do you have biases and prejudices? Do you stereotype groups of people? Do you pigeon-hole individuals? In this presentation, you will take part in an activity that will examine stereotypes and biases. At the end of the presentation, you will learn how to eliminate stereotypes, biases, and recognize the uniqueness of everyone.

Learning Objectives:
- Eliminate stereotypes and biases
- See each person as an individual
- See that our differences make us unique

Presenter: George Ojie-Ahamiojie, Department of Business and Hospitality, Wor-Wic Community College
Can Teachers Do It All: The Producer/Presenter Model for Virtual Learning

Session Content Area: **Teaching with Technology**

COVID-19 forced faculty to teach in new virtual formats, which required redesigned lesson plans and superhuman multitasking: managing student attendance, questions, groups, chat, and technical glitches, all while delivering a reformatted lesson. Unfortunately, research clearly shows that multitasking is impossible. This resulted in a stressful classroom experience for everyone. In contrast, by utilizing a producer/presenter model of virtual learning, faculty can focus on a single role: that of the technical whiz (producer) or the lecturer (presenter). In this presentation, participants will experience the producer/presenter method, participate in a discussion that explores the benefits, and hear student testimonials.

**Learning Objectives:**

- Experience the producer/presenter method
- Participate in a discussion that explores the benefits
- Hear student testimonials

**Presenter:** Charles Porter, Department of Arts & Humanities, Wor-Wic Community College
**We’ve Finally Flipped**  
Session Content Area: **Innovative Pedagogy**
This workshop will highlight how the necessity of virtual, synchronous class meetings due to the pandemic helped unlock the full potential of the flipped-classroom paradigm. Participants will be provided a blueprint for schedule online active learning exercises to help maintain a fast-paced and engaging Zoom learning experience. Strategies for scheduling formative learning opportunities through preview activities and topic-starters; checking comprehension through metacognitive reflection exercises, and reviewing student progress and learning support needs will be discussed.

**Learning Objectives:**
- Design flipped classroom lesson-plans for synchronous virtual class meetings
- Organize active learning exercises to move students from lower to higher levels of understanding.
- Construct individualized learning plans based on student performance on formative assessments

**Presenter:** C. Josh Simpson, Center for Teaching Excellence, Wilmington University

**Pivoting a Case-Based Learning Elective into the Virtual Environment**  
Session Content Area: **Online Learning**
Adult Internal Medicine is a case-based learning elective for P3 students to prepare students for required acute care APPE rotations and residency training. Students have provided consistently positive feedback on the hands-on, team-based instructional design which challenges them to explore the complexity of care in the internal medicine setting and the importance of developing comprehensive patient-oriented treatment plans. Given the fully active learning design for the elective, concerns arose regarding the required pivot from live to virtual instruction during the COVID-19 pandemic. Course managers leveraged web-conferencing technology, breakout rooms, and collaborative document platforms to maintain course integrity and student engagement.

**Learning Objectives:**
- Describe structure of a case-based learning Adult Internal Medicine elective
- Discuss options for pivoting active learning instruction to the virtual environment
- Leverage web-conferencing technology to facilitate interactive small-group activities

**Presenters:** Kathleen Pincus, Department of Pharmacy Practice and Administration, University of Maryland Eastern Shore School of Pharmacy
Dental Students’ Perceptions of Online Case-Based Learning for Clinical Operative Skills during the COVID-19 Pandemic

Session Content Area: Online Learning

To assess sophomore dental students’ perceptions towards online learning in operative clinical skills education. A live interactive session and a hands-on activity regarding clinical skills in basic operative dentistry procedures, was performed. A questionnaire consisting of 7 questions was applied. 78.8±10% of the students agreed that the online session format was satisfying. When the students were asked if they feel comfortable applying the acquired knowledge from the online session in the clinics, 56.2±14.8% agreed. Also, 41% of the students agreed that online live teaching is effective as in-person teaching. Students found online learning to be satisfying and effective.

Learning Objectives:

- Understand how the undergraduate dental students evaluate the online case-based learning method
- Understand if the online case-based learning method is as effective as the in-person teaching method
- Find out whether dental students found the online learning method to be satisfying and effective

Presenter: Ingrid Fernandes Mathias-Santamaria, Department of General Dentistry, University of Maryland School of Dentistry
What’s in a Name? Why Pronunciations are Important
Session Content Area: Diversity and the Inclusive Classroom
Inclusion means being valued, respected and supported. As educators, we can do our part to foster inclusion and a sense of belonging in our classrooms. With many HBCUs and Minority-Serving Institutions having large populations of ethnically diverse students, faculty at these institutions will encounter students with names that are also diverse. One strategy for cultivating inclusion in the classroom is to make a conscious effort to learn a student’s preferred name and to pronounce it correctly. Herein, we will describe the benefits of this approach and provide activities to promote a sense of belonging.

Learning Objectives:
- Define inclusion as it relates to education and discuss its benefits
- Discuss the significance that names play in a person’s identity and sense of belonging
- Describe activities that promote inclusion through learning and valuing a student’s name and pronunciation

Presenters: Miriam C. Purnell, Department of Pharmacy Practice and Administration, University of Maryland Eastern Shore, and Jeremy Hughes, Department of Pharmacy, Chicago State University

Being a Culturally Responsive Educator
Session Content Area: Diversity and the Inclusive Classroom
Culture impacts so much of what we do and how we process information. There are different levels to how our brain processes information. Many times, we may not even be aware how students are responding to what they perceive as a "threat" in the classroom which can ultimately influence how they will perform. In this session you will learn how much culture and the brain are connected and how it may impact student success in the classroom.

Learning Objectives:
- Understand aspects of the brain involved in culture and learning
- Discuss how to incorporate culture and learning
- Explain how to create a learning partnership

Presenter: Cindy Nicodemus, Department of Social Sciences, Howard Community College
**Cultural Competence in the Multicultural Classroom**

Session Content Area: **Diversity and the Inclusive Classroom**

The session will address the constructive analysis of rhetoric and discourse within the context of cultural relevance, appropriateness, and sensitivity. It will introduce strategies for advancing equity and inclusion in multicultural classrooms and offer perspectives on how cultural beliefs influence behavior, instructional design, grading, etc. In this mini-session, participants will engage in a dialogue about cultural fitness, in both mainstream and historically Black colleges and universities.

**Learning Objectives:**
- Establish a dialogue on the constructive (vis a vis culturally relevant) analysis of rhetoric and discourse
- Discuss the use of culturally appropriate learning prompts in the study of rhetoric and discourse
- Demonstrate the necessity of cultural competence for tailoring instructional materials to meet diverse student needs

**Presenter:** Tracy L.F. Worley, Department of Humanities, Coppin State University

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**Effective Use of Padlet and Animaker to Engage/Motivate Students in an Online Environment**

Session Content Area: **Teaching with Technology**

Students in online environment face problems like low motivation, understanding of the material, decrease in communication levels, and feeling isolated. Therefore, establishing instructor’s presence and active students’ engagements are utmost important for asynchronous courses. Session will brainstorm on how Padlet and Animaker may solve the problem to ensure all students receive effective instruction. Using Padlet allow students to hold discussions, share ideas, review works, interact, and comment on anything from documents, posts, or web links through a real-time collaboration without physically being in the same room. Announcement videos using Animaker eliminates students’ confusion, clearly expresses the Instructor’s plans and expectations.

**Learning Objectives:**
- Create an active learning community both in synchronous and asynchronous learning environments where students and teachers can post text, images, videos, files, links ... basically anything digital for all different types of learners in one bulletin board
- Learn how teachers can offer ‘just in time’ instruction by viewing the responses of the students on the Padlet wall
- Provide an environment of seamless teaching to asynchronous learners by using Animaker which establishes teacher’s presence, helps teachers to set clear expectations, collaborate with students to create content- based animations, infographics, and presentations

**Presenter:** Bahni Nandi, Department of Biology, Georgia Highlands College