

# The University of Rhode Island's Office for the Advancement of Teaching & Learning's 2024 Innovative Education Conference

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*Theme: "Inclusive Teaching in an Ever-Changing Learning Environment"*

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## Dear Conference Attendees,

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On behalf of the University of Rhode Island's Office for the Advancement of Teaching & Learning, we want to welcome each of you to our inaugural Innovative Education Conference! We are excited that you chose to be a part of our conference as we seek to provide a space for professional development, networking, learning, and growth in a teaching and learning context within a higher education setting. The virtual nature of our conference allows for colleagues from across the state of Rhode Island, the New England region, and the United States, and abroad to come together around a worthy topic of opportunity for higher education today. The theme of our inaugural conference is "Inclusive Teaching in an Ever-Changing Learning Environment", and our conference is organized into 5 conference tracks that are both relevant and significant to today's university environment.

When it comes to what makes our conference special, it certainly is the people who will be presenting and sharing their earned knowledge and expertise with all of us. Workshops, presentations, poster sessions, roundtable and panel discussions will make up the majority of the day. These will be led by more than 40 experienced faculty members and practitioners from all over the world. We also want to recognize and thank Kelly Hogan and Viji Sathy, co-authors of the book *Inclusive Teaching: Strategies for Promoting Equity in the College Classroom*. Both Drs. Hogan and Sathy are nationally recognized leaders in this field, and we are grateful for their willingness to be present with us today to discuss a generational topic of challenge and opportunity with all of us.

Thank you for sharing your time with us today! We are grateful that each of you decided to attend our conference, and we trust that whether you can be with us all day, or just for a few sessions, you will leave with new knowledge and experience to implement in your classroom (in-person, blended, or online).

Sincerely,

Todd Dresser  
Associate Director, Faculty Development  
Office for the Advancement of Teaching & Learning  
The University of Rhode Island  
2024 Innovative Education Conference Co-Chairperson

Christopher E. Lavan  
Associate Vice Provost for the Advancement of Teaching & Learning  
Office for the Advancement of Teaching & Learning  
The University of Rhode Island  
2024 Innovative Education Conference, Co-Chairperson

THE  
UNIVERSITY  
OF RHODE ISLAND  
OFFICE FOR THE  
ADVANCEMENT OF  
TEACHING AND  
LEARNING

# AGENDA

8:30am - 9:00am	Words of Welcome Barbara Wolfe, Provost, Executive Vice President, Academic Affairs Chris Lavan, Associate Vice Provost, Office for the Advancement of Teaching & Learning
9:00am - 9:50am	Concurrent Session One 4 Presentations 1 Roundtable
9:00am - 10:50am	Workshop Session One 4 Workshops
10:00am - 10:50am	Concurrent Session Two 5 Presentations
11:00am - 11:50am	Concurrent Session Three 4 Presentations 2 Roundtables
12:00pm - 1:40pm	Introduction Todd Dresser, Associate Director, Faculty Development, Office for the Advancement of Teaching & Learning Keynote Session Kelly Hogan, Professor, Department of Biology, Duke University Viji Sathy, Professor, Departments of Psychology and Neuroscience, University of North Carolina at Chapel Hill
1:45pm - 2:45pm	Poster Session 15 Posters
3:00pm - 3:50pm	Concurrent Session Four 3 Presentations 2 Roundtables
3:00pm - 4:50pm	Workshop Session Two 3 Workshops
4:00pm - 4:50pm	Concurrent Session Five 3 Presentations 2 Roundtables
4:50pm - 5:00pm	Closing Remarks Chris Lavan, Associate Vice Provost, Office for the Advancement of Teaching & Learning Todd Dresser, Associate Director, Faculty Development, Office for the Advancement of Teaching & Learning

## Time Zone Information

Please note that scheduled times for sessions are based on Eastern Daylight Time (EDT). Use this [time zone converter](#) if you believe there is a time zone difference between where you live and Kingston, Rhode Island.

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## Established Conference Tracks

There are five established tracks for the purpose of this conference:

1. Innovative Approaches to Blended & Online Learning
  2. Effective Strategies for Assessment & Measuring Student Learning
  3. Teaching & Technology in Artificial Intelligence
  4. Supporting Faculty Wellness & Wellbeing
  5. Fostering Inclusivity in the Physical and Online Classroom Environment
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## Conference Assessment

Your feedback is greatly valued. We ask that you please complete our [conference survey](#) upon completion of your time at today's conference.

Thank You!



## For Assistance During the Conference

If you require assistance at any point during the conference, please click on the Info Desk in the Lobby, or you can click on the Info Desk tab at the top right of your screen. A chat screen will pop up where you can ask question or inquiry. Thank you!

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## Words of Welcome

8:30am - 9:00am

- Barbara Wolfe, Provost, Executive Vice President, Academic Affairs
  - Chris Lavan, Associate Vice Provost, Office for the Advancement of Teaching & Learning
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### Concurrent Session One • 9:00am - 9:50am

Title: A Large Enrollment Asynchronous Online General Education STEM Course: Issues in Biotechnology 190

Abstract: The development of a large enrollment asynchronous online General Education STEM course called Issues in Biotechnology 190 meeting National QM Standards is highlighted by a comparative analysis of outcomes from in-person, blended and asynchronous modalities. Intended for Deans, Provosts and Faculty interested to meet the growing demand for scalable cost-effective online STEM education.

Presenters:

- Albert Kausch, Professor, University of Rhode Island

Track: Innovative Approaches to Blended & Online Learning

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Title: Addressing Potentially Disruptive Classroom in a Changing Environment: Supporting Faculty Wellbeing and Inclusivity

Abstract: What would you do if a student caused a disruption during your class teaching? What is the difference between a classroom management issue, a class disruption, and a true emergency? Your class may be only one part of a student's focus. How do you set yourself and your students up for success in your class? This session will explore how to set up classroom expectations and how to help support students so they can be successful in your classroom and beyond.

Presenters:

- Brian Glick, Director of Student Conduct and Community Standards, Adelphi University
- Joe DeGearo, Assistant Vice President, Student Affairs & Dean of Students, Adelphi University
- Jessica Campbell, Coordinator, Integrated Care and Case Management, Adelphi University

Track: Supporting Faculty Wellness & Wellbeing

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Title: Designing Cheat-Proof Assessments in the Age of AI: Strategies and Techniques

Abstract: This session will explore innovative strategies for designing assessments resilient to cheating in AI. It delves into cutting-edge techniques for creating authentic, AI-resistant evaluation methods, ensuring academic integrity in higher education. The focus is on practical solutions

applicable across various disciplines and learning environments, aiming to safeguard the authenticity and rigor of academic assessments in the rapidly evolving digital landscape.

Presenters:

- Joseph Evanick, Director, Institutional Instructional Design, Assistant Professor, Medical Education, at Geisinger College of Health Sciences

Track: Teaching & Technology in the Age of A.I.

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Title: Developing and Assessing Critical Thinking with Interactive Case Studies

Abstract: When accreditation standards in Nursing Education changed to competency-based standards, the program at the University of Maine and the Center for Innovation in Teaching and Learning started working to transform their courses to model clinical decision-making within their pedagogy. This presentation will look at the process of developing interactive case studies for nursing classes at UMaine, view some examples, and discuss the outcomes and their effectiveness in supporting assessment.

Presenters:

- Gemma Scott, Instructional Designer, Center for Innovation in Teaching and Learning, University of Maine

Track: Effective Strategies for Assessment & Measuring Student Learning

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Title: Distracted and Disrupted Students in an Era of Interrupted Learning

Nationally, faculty report an increase in disruptive student situations, ranging from general classroom management issues to full-scale abuse of faculty (McMurtrie 2023). This comes, in part, from students limited socialization due to the pandemic. This roundtable will identify major disruptive practices and develop classroom management and institutional structures to support faculty.

Presenters:

- Terri Hasseler, Director, Center for Teaching Excellence, Bryant University
- Constanza Bartholomae, Associate Director, Center for Teaching Excellence, Bryant University

Track: Fostering Inclusivity in the Physical & Online Classroom Environment

## **Workshop Session One • 9:00am - 10:50am**

Title: Bias Busters: Empowering Educators to Identify and Counter AI Bias

Abstract: Bias Busters: Empowering Educators to Identify and Counter AI Bias

This session delves into the impact of generative AI's algorithmic bias upon teaching and learning in higher education. The session equips educators with strategies to recognize and mitigate these biases through research insights, practical examples, and interactive exercises.

Presenters:

- Deborah Breen, Director, Center for Teaching & Learning, Boston University
- Lisa Burgess, Assistant Director, Center for Teaching & Learning, Boston University

Track: Teaching & Technology in the Age of A.I.

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Title: They House or “Their House”? Does It Matter?: Assigning and Assessing Student Writing in Inclusive Ways

Abstract: What makes for good writing? This workshop exposes how our ideas around good writing can deter an inclusive and equitable learning environment. Through insights stemming from writing pedagogy, critical language awareness, and liberation literacies pedagogy, participants explore how they can assign and assess student writing in their courses in ways that honor the linguistic diversity of students while gaining literacy skills to write successfully in the academic context.

Presenters:

- Adrienne Daly, Assistant Teaching Professor, University of Rhode Island

Track: Effective Strategies for Assessment & Measuring Student Learning

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Title: Towards Inclusive and Collaborative Construction of Knowledge via Principles of Knowledge Equity

Abstract: Knowledge equity (KE) is an approach to knowledge building that recognizes that lived and learned experiences of all stakeholders are valuable components of learning. Best practices promoted under KE can improve learner engagement and facilitate an inclusive learning community. This session will introduce KE, derive KE teaching strategies, and prompt participants to integrate KE design principles in their course. Lastly, we will query the risks and mitigation thereof of employing KE strategies.

Presenters:

- J Nic Fisk, Assistant Professor, Computational Biology and DBER, University of Rhode Island

Track: Fostering Inclusivity in the Physical & Online Classroom Environment

## **Concurrent Session Two • 10:00am - 10:50am**

Title: Enhancing Learning through Reflection and Feedback

Abstract: Incorporate meaningful engagement and active learning strategies into your teaching practices. This presentation will delve into practical techniques designed to encourage critical thinking and metacognition in online, hybrid, and hyflex classrooms. We will focus specifically on fostering reflection and implementing feedback utilizing several educational technologies.

Presenters:

- Rachael Longo, Instructional Designer III, UMass Chan Medical School
- Ross Melgar-Petrain, Senior Instructional Designer, UMass Chan Medical School

Track: Innovative Approaches to Blended & Online Learning



Title: From AI to A+! Harnessing the Power of ChatGPT and AIs to Create Dynamic and Engaging Lessons

Abstract: Embark on an educational revolution with “From AI to A+! Harnessing the Power of ChatGPT and AIs to Create Dynamic and Engaging Lessons.” Join me in exploring the transformative potential of ChatGPT and AIs in education. Discover how to amplify classroom dynamics, foster engagement, and elevate learning outcomes.

Presenters:

- Jessica Lyons, Teacher, Perry Township Schools

Track: Teaching & Technology in the Age of A.I.

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Title: Integrating AI to Enhance Online Course Design

Abstract: In this session, participants will learn how to utilize generative AI to make online course design more efficient while addressing gaps in content knowledge. This session examines step by step instructions for using ChatGPT as a starting point when conceptualizing a new online course.

Presenters:

- Tiffani Coran, Learning Expertise Design, Northeastern University
- Jina Moran, Multimedia Video Producer, Northeastern University
- Samantha Hayes, Senior Learning Experience Designer, Northeastern University

Track: Teaching & Technology in the Age of A.I.

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Title: Learning Roadmaps

Abstract: Digital Learning Roadmaps are a transparent and innovative way to engage students in the learning process. Adapted from the concept of Hyperdocs, they allow the instructor to visually scaffold all the assignments, rubrics, examples, resources, and review materials on a single document. Digital Learning Roadmaps are a great visual way to organize unit content. By emphasizing learning as a process, Digital Learning Roadmaps allow for easy access to resources and the incorporation of multiple methods of instructing a concept. This empowers students to self-pace, differentiate, and easily access materials, supporting student ownership over the learning process. Additionally, Digital Learning Roadmaps facilitate absence learning recovery for students who miss class. This session will introduce the participants to the concept, design, and implementation of Digital Learning Roadmaps for the college classroom. They incorporate seamlessly into any LMS platform and can save instructors time while framing the learning process visually. Join this session to learn best practices on how to construct and use a learning road map in your courses. Leave with inspiration, a new way of framing instructional content, and plenty of helpful templates and resources.

Presenters:

- Desiah Melby, Communication Instructor, Mid-State Technical College

Track: Effective Strategies for Assessment & Measuring Student Learning

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Title: Leveraging Student Data and Experience for Inclusive Learning: Empowering Diversity and Success

Abstract: This workshop explores creating learner personas, highlighting diversity and using student data to inform inclusive instructional design for online learners. Participants learn to leverage institutional research data and course surveys to understand student needs, fostering ongoing reflection and adjustment in instructional strategies for greater inclusivity. Participants will be encouraged to embrace inclusive design principles in their teaching and designing practices.

Presenters:

- Christy Jersin Woods, Manager of Instructional Design, Colorado State University
- Melissa Kreider, Manager of Instructional Design, Colorado State University
- Ji' Lynda Brown, Instructional Designer, Colorado State University
- Karin Bright, Academic Advisor, Colorado State University

Track: Fostering Inclusivity in the Physical & Online Classroom Environment

**Concurrent Session Three • 11:00am - 11:50am**

Title: A Weighty Matter: Promoting Size Diversity and Combating Weight Stigma In Higher Education

Abstract: As educators, we strive to create environments inclusive of racial, ethnic, ability, and other differences. Accordingly, educators should leverage instructional design and UDL frameworks to design and develop pedagogics that are inclusive of diverse bodies and promote psychological safety for learners with eating disorders. This session will equip you to avoid diet culture pitfalls, examine harmful stereotypes, and validate learners struggling with poor body image and disordered eating.

Presenters:

- Desiree Henderson, Learning Design Project Manager, University of South Florida

Track: Fostering Inclusivity in the Physical & Online Classroom Environment

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Title: Exploring AI Integration in Education: Bridging Perspectives

Abstract: This session explores AI adoption in education via a faculty-targeted survey. It examines adopters vs. non-adopters, perceptions, academic honesty, workshops' impact, and AI detection's effect on student-faculty integrity.

Presenters:

- Ashley Harris, Instructional Designer, Siena Heights University
- Keri Griffen, Academic Coordinator of Online Learning, Siena Heights University
- Angela Dunn, Dean of Graduate Academics and Digital Education, Siena Heights University

Track: Teaching & Technology in the Age of A.I.

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Title: Exploring the Value of a Team Communication Platform as a Mechanism to Increase Community, Learning, and a Transferable Workplace Skill

Abstract: Regardless of the modality-onsite, hybrid, or online-or country, a global theme in higher education is the need to facilitate communication, collaboration, coordination, and community among students and between students and instructors. Empirical research is emerging on the efficacy of integrating Slack, business communication platform, to supplement learning management systems. The extant studies demonstrated the computer-mediated communication tool can facilitate learners connection.

Presenters:

- Linda Lopez-George, Consultant, American Association of Adult & Continuing Education
- Stefan Muller, Assistant Professor, University College Dublin

Track: Innovative Approaches to Blended & Online Learning

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Title: Facilitating Deep Self-Reflection in Online Educational Settings

Abstract: Metacognitive reflection boosts learning, but guidance for its promotion in online settings is limited. We crafted a collaborative task based on Kolb's cycle, suitable for educational levels from kindergarten through higher education, to address this gap.

Presenters:

- Jerusalem Merkebu, Assistant Professor, Uniformed Services University
- Anita Samuel, Associate Professor, Uniformed Services University

Track: Innovative Approaches to Blended & Online Learning

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Title: Rethinking Inclusive Education: Why Every Educator Needs to Know about the Social Model of Disability

Abstract: When is an impairment not a disability? Our path to inclusive education begins with redefining disability. This session explores the social model of disability as an alternative approach to thinking about inclusive education. Learn how our own local history has already proven the possibilities and challenge your perceptions about what it means to construct inclusive learning environments.

Presenters:

- Cheryl Blankman, Adjunct Professor, Ramapo College of New Jersey

Track: Fostering Inclusivity in the Physical & Online Classroom Environment

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Title: The Transformative Impact of Faculty Learning Communities on Professional Development, Well-being, and Belonging

Abstract: Faculty and staff review the personal and institutional impact of a Faculty Learning Community (FLC) program. Now in its third year, the FLC program was initiated to support faculty well-being and foster inclusive, collaborative intellectual life on campus. The presentation concludes with guidance on developing an action plan for implementing FLCs and is intended for faculty, staff, and administrators responsible for faculty development.

Presenters:

- Christine Schwartz, Director of Faculty Development, Regis College
- Lauren Bent, Associate Professor, Regis College
- Leslie Bishop, Associate Professor, Regis College
- Priscilla Boerger, Professor, Regis College
- Sheila Combs, Assistant Professor, Regis College
- Rebecca DesRoches, Assistant Professor, Regis College
- Annela Kelly, Associate Professor, Regis College
- Danqing Xiao, Associate Professor, Regis College

Track: Fostering Inclusivity in the Physical & Online Classroom Environment

Keynote Session: “Creating Inclusive and Welcoming Classroom Environments” 12:00pm - 1:40pm

Introduction:

- Todd Dresser, Associate Director, Faculty Development, Office for the Advancement of Teaching & Learning

Keynote Speakers:

- Kelly Hogan, Professor, Department of Biology, Duke University
- Viji Sathy, Professor, Departments of Psychology and Neuroscience, University of North Carolina at Chapel Hill



Teaching strategies that emphasize structured active learning can create more equitable classrooms and improve learning for all students. As an introduction to inclusive teaching techniques, Professors Kelly Hogan and Viji Sathy will ask participants to reflect on inequities and diversity in their classrooms through interactive, hands-on activities. After providing a framework for inclusive design and their own research results, Hogan and Sathy will lead participants through active learning exercises and case studies that explore inclusive techniques. Drawing upon their own teaching experiences and educational research, they will model approaches that can be readily implemented with any discipline or class size to help all students achieve to their potentials.

**Virtual Poster Session • 1:45pm - 2:45pm**

Title: Combating Learning Anxiety: Implementing Complementary Modules to Enhance Learning and Reduce Anxiety

Abstract: This study examined the effectiveness of several complementary modules in enhancing engineering students’ foundational knowledge and mitigating learning anxiety in a fundamental mechanical engineering course. Most notably, preliminary results indicate implementing ungraded weekly group quizzes and guiding students to teach their weakest exam topics in exchange for a make-up exam reduced their anxiety and improved their performance in the course.

Presenters:

- Alireza Ebadi, Assistant Professor of Teaching, Worcester Polytechnic Institute

Track: Effective Strategies for Assessment & Measuring Student Learning

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Title: Comparative Analysis of Outcomes from In-Person, Blended and Asynchronous Online Modalities for a Large Enrollment General Education STEM Course: Issues in Biotechnology 190

Abstract: The on-going dialogue comparing in-person with blended and on-line course content delivery persists and studies on this topic are limited. A data rich comparative analysis from a large cohort enrolled in the General Education STEM course: Issues in Biotechnology 190 show similar learning outcomes with the online and blended modalities informed with student interaction data; intended for Deans, Provosts and Faculty.

Presenters:

- Albert Kausch, Professor, University of Rhode Island
- Christine Word, Coordinator, University of Rhode Island
- Maegan Stanovich, Undergraduate Intern, University of Rhode Island
- Jessica Szpila, Undergraduate Intern, University of Rhode Island

Track: Innovative Approaches to Blended & Online Learning

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Title: Credit for Prior Learning: In Transfer

Abstract: As institutions have begun to implement best practices revolving around their Credit for Prior Learning (CPL) policies. We'll examine how assessing CPL for transferability from the 2-year to the 4-year is yet to be streamlined and student-centered. From the State University of New York (SUNY) lens, we'll look at how CPL policy has been introduced from the system level, and how the results of my research yield inconsistencies with individual institutions within SUNY. Solutions will be put forth.

Presenters:

- Carl Norris, Prior Learning Assessment Coordinator, Dutchess Community College

Track: Effective Strategies for Assessment & Measuring Student Learning

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Title: Developing Discipline Specific Rubrics for Assessing Student Evidence of Program-Level Learning Outcomes

Abstract: Assessing program-level learning outcomes for discipline specific skills can be challenging when available rubrics are intended for wider use. The process used to develop, validate and employ novel, discipline specific rubrics for program-level learning outcomes is described for faculty participating in curriculum assessment. Rubric development improved scaffolding of learning outcomes across the curriculum and enabled a more robust assessment process at different stages of student development.

Presenters:

- Justin Richard, Assistant Professor, University of Rhode Island

Track: Effective Strategies for Assessment & Measuring Student Learning

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### Title: Ensuring Engagement: Microlearning Strategies for Faculty Development

Abstract: Although IDs working within corporate and government settings use microlearning as a core strategy for employee development, IDs working in HEIs are often unaware of the ways in which microlearning can be deployed both in learning design (individual learning resources) and repository design (structured within an LMS). This presentation aims to demystify microlearning and encourage IDs and leadership at HEIs to employ microlearning strategies within their current faculty development practices.

#### Presenters:

- Isaac Tabor, Head of Digital Learning, Knowledge E

Track: Innovative Approaches to Blended & Online Learning

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### Title: Fostering Innovative Faculty Development: Growing Competency in Nursing Education Course Design

Abstract: Research suggests that early career faculty strongly benefit from additional institutional support in creating meaningful projects for their students that emphasize competency-based education (Eynon and Gambino, 2017; Orr & Sonnadara, 2019; Snell, 2013; Van Wyk, Wolvaardt, and C.N. Nyoni 2020). This presentation focuses on one recent session fostering capacity in the development of rubrics while also opening opportunities for faculty inquiry and reflection.

#### Presenters:

- Rebekah Greene, Assistant Professor and Instructional Designer, University of Rochester School of Nursing
- Tara Serwetyk, Assistant Professor and Director of Education Innovation, University of Rochester School of Nursing

Track: Effective Strategies for Assessment & Measuring Student Learning

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### Title: Frameworks of Persona and Structured Disclosure for Instructor Wellness

Abstract: The role of instructors is multifaceted, ranging from mentorship to moderation and everything in-between. The demands of the academy and many strategies for effective teaching can erode personal boundaries and pressure instructors into modes of being or behaviour that may feel unsustainable or inauthentic. This session will explore teaching personas and structured disclosures as a way of meeting these demands while setting--and holding--comfortable and sustainable instructor boundaries.

#### Presenters:

- J Nic Fisk, Assistant Professor, Computational Biology and DBER, University of Rhode Island

Track: Supporting Faculty Wellness & Wellbeing

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### Title: From Flipped Classroom to Blended Learning: Fostering Students' Engagement through Autonomy, Reflection, Interaction, and Collaboration

Abstract: This presentation delves into the research underpinning the instructional re-design process of transitioning an undergraduate course from a flipped classroom model to a blended learning approach. The flipped classroom approach involves moving lectures online to free up class time for collaborative activities, while blended learning combines in-person and online instructional techniques.

The initial phase of the study involves a comprehensive literature review focusing on distance education and blended learning, within the context of the 21st-century framework developed by the Partnership for 21st Century Learning. Drawing insights from this review, the subsequent part of the presentation involves selecting, describing, and applying design principles that emphasize learner autonomy, the significance of reflection in fostering engagement, and strategies to enhance interaction and collaboration to boost student inclusion in both learning modalities. The final segment of the presentation offers a series of practical recommendations for designing blended learning courses that prioritize engagement and inclusion. These recommendations are structured around three key principles: promoting autonomous learning, creating opportunities for reflection, and facilitating interaction among students.

Presenters:

- Daria Mizza, Associate Professor, American University in Cairo

Track: Innovative Approaches to Blended & Online Learning

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Title: How a Digital Social Annotation Tool can Impact Critical Thinking Skills and Engagement in an English Community College Class

Abstract: This is a collaborative grant project that studies the influence of the digital social annotation tool, Hypothes.is, on critical thinking skills and sense of belonging in a first year English composition class. Research demonstrates that noncognitive barriers to learning such as confidence, motivation, and engagement can be supported with this technology. We will discuss the research behind the benefits of using such a tool and the strategies we used to execute the study, and the results.

Presenters:

- Madeline Ruggiero, Assistant Professor, Queensborough Community College
- Angela Ridinger-Dotterman, Associate Professor, Queensborough Community College

Track: Innovative Approaches to Blended & Online Learning

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Title: Implementing High Impact Practices to Engage Online Learners

Abstract: Student engagement has been studied for decades in traditional on-ground courses, and more recently in online asynchronous education. See the results of this qualitative descriptive study that explored how faculty described the role of high impact practices in the engagement of asynchronous online learners.

Presenters:

- April Hodge, Instructional Designer, Johnson and Wales University

Track: Innovative Approaches to Blended & Online Learning

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Title: Leveraging Universal Design for Learning to Create Innovative and Inclusive Online Discussions

Abstract: For faculty who use online discussions, this poster will describe how Universal Design for Learning can be used to give students options for synchronous and asynchronous learning, as well as the freedom to express their learning in the format of their choice. Offering flexible options in online discussions increases student engagement, creativity, and performance. This approach can also make grading quicker, easier, and increase faculty satisfaction in teaching.

Presenters:

- Peggy Rosario, Assistant Professor, Gwynedd Mercy University

Track: Innovative Approaches to Blended & Online Learning

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Title: Mastering the Talent-Tech Equation: Thriving in a Rapidly Evolving Digital Landscape

Abstract: In a rapidly evolving digital landscape, the confluence of human talent and technological advancements has emerged as a pivotal nexus driving transformative change in contemporary business and societal paradigms. This case study presents an in-depth examination of an interactive session meticulously crafted to equip emerging leaders with the intricate knowledge and strategic acumen necessary to effectively navigate the intricate talent-tech equation.

Presenters:

- Raul V Rodriguez, Vice President, Woxsen University

Track: Teaching & Technology in the Age of A.I.

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Title: Metacognition in Field Experience Courses: Meeting Students Where They Are, Guiding Them on Where They Want to Go

Abstract: Learning by doing has become increasingly important for student success. This session will describe overall assessment strategies and specific techniques within field experience courses that include traditional internships and guided group interactions with external partners in a sport and recreation management program. Individualization, team formation, and student-led outcome identification will be covered.

Presenters:

- Kara Kehe, Director, Undergraduate Studies in Sport and Recreation Management, The University of Iowa
- Anna Jensen, Director, Office of Field Experience in Sport and Recreation Management, The University of Iowa
- Packy Moran, Director, Graduate Studies in Sport and Recreation Management, The University of Iowa

Track: Effective Strategies for Assessment & Measuring Student Learning

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Title: Reconnecting Communities with Team Based Inquiry Learning

Abstract: Team Based Inquiry Learning (TBIL) is a specific implementation of a student-centered approach to learning that incorporates highly structured group work and inquiry into introductory math courses. I will describe how I implemented TBIL at Brown University and share preliminary findings on its impact on student achievement and motivation. Specifically, we found a narrowing of achievement gaps and increases in sense of relatedness and competence in students from underrepresented groups.

Presenters:

- Jordan Kostiuik, Lecturer, Brown University

Track: Fostering Inclusivity in the Physical & Online Classroom Environment

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Title: The Four Quadrants of Equity

Abstract: Systemic racism impacts students of various backgrounds including ethnic, socio economic, sexual preference, and national origin. A feasible action plan will be developed to address the individual needs of the participants and/or their organization of the populations they service.

Presenters:

- Tasha Thigpen, District Instructional Coach, Harvey SD 152

Track: Fostering Inclusivity in the Physical & Online Classroom Environment

### **Concurrent Session Four • 3:00pm - 3:50pm**

Title: Improving Academic Self-Regulation Among First-Generation Students in Higher Education

Abstract: First-generation students at U.S. universities have lower academic performance than their continuing-generation counterparts. The researcher designed an innovative academic self-regulation program to increase the use of academic self-regulatory strategies and confidence in using the strategies among first-generation students in occupational therapy. The program increased the participants' use of academic self-regulatory strategies and level of confidence.

Presenters:

- Pola Ham, Professor, Touro University

Track: Effective Strategies for Assessment & Measuring Student Learning

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Title: Inclusive AI-Integration through a Studio Arts Model at a Small Liberal Arts College

Abstract: This presentation explores an innovative approach to human-centered and value-driven AI integration in a small liberal arts college context. We propose and explore the value of "studio structures", observed in arts education and outlined by Hetland, Winner, Veenema, and Sheridan (2013), as the model for a collaborative AI-integrated learning environment. Faculty and staff responsible for creating learning environments in higher education would benefit from the insights offered here.

Presenters:

- Diana Perdue, Instructional Designer, Regis College
- Niloofar Gholamrezaei, Assistant Professor, Humanities, Regis College
- Jennifer Krusinge, Associate Professor, Director, Writing Program, Co-Director, First-Year Experience, Regis College
- Shanon Hogan, Assistant Professor, Department of STEM, Regis College

Track: Teaching & Technology in the Age of A.I.

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Title: Reconceptualizing Inclusivity in Introductory STEM Undergraduate Education

Abstract: Introductory STEM undergraduate students are often concurrently enrolled in biology, chemistry, and mathematics courses. Unfortunately, these courses are also known to cause challenges with student success and inclusion, particularly for those historically marginalized. This session seeks to share instructional strategies to support students in these courses via constructing inclusive learning environments and debunking students' preconceived notions about who can be successful in STEM disciplines.

Presenters:

- Justin Pratt, Assistant Professor, University of Rhode Island
- Angela Google, Assistant Professor, University of Rhode Island
- Irma Stevens, Assistant Professor, University of Rhode Island

Track: Fostering Inclusivity in the Physical & Online Classroom Environment

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Title: Supporting Faculty Members by Reducing Digital Clutter

Abstract: This presentation will describe how I tamed my “digital clutter” using ideas from personal knowledge management and business self-help books. In my talk I will outline the transition from the original file organization (by traditional faculty life categories - teaching, research, and service) to the new organization system which follows the PARA method developed byTiago Forte (Forte, 2022). PARA stands for projects, areas of responsibility, resources, and archive.

Presenters:

- Melanie Brasher, Associate Professor, University of Rhode Island

Track: Supporting Faculty Wellness & Wellbeing

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Title: Reimagining the Discussion Board: Student Engagement in the Age of Asynchronous Learning

Abstract: As higher education continues to evolve, opportunities for genuine learner to learner interactions and connections have stagnated. In this session, we will explore alternatives to traditional discussion board assignments, focusing on opportunities that promote multimodal engagement and foster more robust connections between learners and materials.

Presenters:

- Jacquelyn Bertman, Learning Experience Designer, Northeastern University
- Alyssa Anderson, Learning Experience Designer, Northeastern University

Track: Innovative Approaches to Blended & Online Learning

## **Workshop Session Two • 3:00pm - 4:50pm**

Title: Application/Scenario Based Assessments

Abstract: Application-based learning offers a more immersive and practical approach to online learning. This workshop will provide creative learning professionals with opportunities to transform their current lessons to become scenario-based experiences. We will engage in group collaboration and discussion to equip attendees with skills in application-based learning. This workshop is best for those looking to brainstorm, collaborate, and create innovative assessments for their online students.

Presenters:

- Sydney Ross, Learning Experience Designer, Northeastern University
- Tiffani Caron, Learning Experience Designer, Northeastern University

Track: Innovative Approaches to Blended & Online Learning

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Title: Reimagining Meaningful Assessment in Creative Disciplines: A Practice-Based Approach Towards Inclusivity, Equity, and Student Agency

Abstract: This workshop introduces participants to engaging methods for evaluating disciplines often deemed “unassessable,” such as theater or creative writing. Using Fink’s Taxonomy, we will explore a student-centered framework for reshaping learning outcomes, assignments, and grading practices. Participants will gain practical insights grounded in examples from successful faculty collaborations. Join us to rethink fostering engagement in assessment approaches to empower students in creative disciplines.

Presenters:

- Liz Chase, Director of Academic Assessment, Emerson College
- Tyler Rowe, Academic Assessment Designer, Emerson College

Track: Effective Strategies for Assessment & Measuring Student Learning

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Title: Teaching & Learning with AI in Higher Ed

Abstract: “Teaching and Learning with AI in Higher Ed” explores ethical AI use and introduces time-saving tools for educators. This session will empower higher education faculty to effectively engage students using AI while addressing ethical considerations. Discover how AI can revolutionize teaching methods, enhancing both efficiency and student engagement in the classroom.

Presenters:

- Kathleen Torregrossa, Adjunct Prof in MAT, Johnston & Wales University
- Peter Guyon, District Coordinator of Instruction Coaches, Cranston Public Schools

Track: Teaching & Technology in the Age of A.I.

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Title: Writing Instruction for College Writers Using GenAI and Evidence-Based Practice

Abstract: GenAI should be integrated with evidence-based instruction in writing courses. In this session, we review evidence-based instructional practices and provide a contextualized example of how to integrate GenAI with these practices. In a structured practice opportunity, participants review a toolkit and collaboratively plan to incorporate GenAI into their own instruction.

Presenters:

- Andrew Potter, Postdoctoral Research Scholar, Learning Engineering Institute, Arizona State University

Track: Teaching & Technology in the Age of A.I.

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## Concurrent Session Five • 4:00pm - 4:50pm

Title: Nurturing Educators: Strategies for Supporting Faculty Wellness in Challenging Learning Environments

Abstract: Explore innovative strategies fostering faculty wellness in island academia. Navigate unique challenges through community-building, work-life balance, and tailored professional development. Join a dynamic roundtable shaping resilient and supported educators in ever-changing learning environments.

Presenters:

- Hemanth Tumkur lakshmikantha, Assistant Professor, Fiji National University
- Osea G Dukuno, Associate Professor, Fiji National University
- Leenu Maimanuku, Assistant Professor, Fiji National University
- Anumala Ram, Professor, Fiji National University
- Arti Shivani Naidu, Assistant Professor, Fiji National University
- Vinal Harkisan, Assistant Professor, Fiji National University

Track: Supporting Faculty Wellness & Wellbeing

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Title: Reimagining Assessments with Generative AI and Prompt Engineering

Abstract: Are you ready to transform your assessment methods and unleash the power of generative artificial intelligence (AI) such as ChatGPT and Bard (now Gemini) to enhance student learning? Through prompt engineering, you will discover how to design prompts that elicit thoughtful responses. Learn how to generate assessments that align with your course learning outcomes to foster creativity, critical thinking, and personalized learning experiences.

Presenters:

- Gloria Washington, Instructional Designer, University of South Carolina

Track: Teaching & Technology in the Age of A.I.

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Title: Synergizing Online Modalities to Support and Engage Adult Learners

Abstract: Working professionals need access to graduate-level coursework that will support their unique, adult learner needs. Blending synchronous and asynchronous online learning has allowed four cohorts of practicing school administrators to participate in flexible, engaging, and rigorous coursework on multilingual learner education. This session is relevant for faculty who want to discuss how to synergize modalities to increase inclusivity and engage adult learners.

Presenters:

- Amy Correia, Clinical Assistant Professor, University of Rhode Island

Track: Innovative Approaches to Blended & Online Learning

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Title: Smart Education: Integrating Embedded Technology for Sustainable Educational Practices

Abstract: To promote sustainable practices and to increase the overall effectiveness of the teaching and learning process, this research investigates the integration of technology in the educational environment. The emergence of technology embedded in an active learning environment represents a transformative opportunity to address current educational challenges.

This study explores how the integration of technologies such as augmented reality (AR), artificial intelligence (AI), and the Internet of Things (IoT) will affect learning settings. It highlights how these technologies help create a resilient and sustainable learning ecosystem. The study examines the benefits and challenges of implementing smart learning solutions and proposes a framework for long-term teaching strategies that are embedded with technology leverage. This study aims to contribute to the current discussion on promoting development, environmental sustainability and advanced educational technology by integrating smart technologies with educational methodology.

Keywords: Smart Education, Embedded Technology, Sustainable Practices, Internet of Things (IoT), Artificial Intelligence (AI), Augmented Reality (AR), Educational Innovation.

Presenters:

- Mariam Alamu, PhD candidate, Curriculum and Instruction, Kent State University

Track: Teaching & Technology in the Age of A.I.

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## **Closing Remarks**

**4:50pm - 5:00pm**

- Chris Lavan, Associate Vice Provost, Office for the Advancement of Teaching & Learning
- Todd Dresser, Associate Director, Faculty Development, Office for the Advancement of Teaching & Learning

## Acknowledgements & Appreciation

On behalf of the Office for the Advancement of Teaching & Learning at the University of Rhode Island, we would like to express our gratitude and appreciation to many individuals who made this year's conference possible. Hosting a conference like this one takes a lot of dedication, time, and support from many individuals. It is a true team effort.

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- Barbara Wolfe, Provost & Executive Vice President for Academic Affairs at the University of Rhode Island
- Anne Veeger, Vice Provost for Faculty & Academic Initiatives at the University of Rhode Island
- Kelly Hogan and Viji Sathy for serving as our keynote speakers
- vFairs (vfairs.com) for partnering with us as our virtual conference hosting software company.
- All of the leaders and members of our Conference Track Submission Review Teams.
- Teaching & Technology in the Age of A.I.
  - Lead: Todd Dresser
  - Member: Kimberly Pavlik
  - Member: Karen Sweeting
  - Member: Amanda Jensen
- Innovative Approaches to Blended & Online Learning
  - Lead: Joannah Portman-Daley
  - Member: Joanna Nagelhout
  - Member: Sarah Larson
  - Member: Adrienne Jones Daly
- Effective Strategies for Assessment & Measuring Student Learning
  - Lead: Elaine Finan
  - Member: Ingrid Lofgren
  - Member: Justin Richard
  - Member: Sandra Hicks
  - Member: Matt LaCroix
- Supporting Faculty Wellness & Wellbeing
  - Lead: Penny Edwards
  - Member: Deirdre Morrison
  - Member: Natalie Sabik
  - Member: Chris Duranso
- Fostering Inclusivity in the Physical & Online Classroom Environment
  - Lead: Lisa Macaruso
  - Member: Paige Ramsdell
  - Member: Jennie Moniz

- Member: Jean Nsabumuremyi
  - Everyone who submitted a proposal for consideration to present at this year's conference.
  - Every attendee
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*Thank you for joining us for our inaugural Innovative Education Conference!*

*We value your feedback! Before you leave today, please complete our [conference survey](#).*

*If you have any questions, please contact [teach@uri.edu](mailto:teach@uri.edu).*

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