

Draft 2022 OATYC Annual Conference Schedule of Sessions
Friday Oct. 7

Schedule of Events

8:30 – 9 am Coffee and Conversation – EMHC Mandel Theatre Lobby

9 – 10 am **Welcome Address** – EMHC Mandel Theatre Lobby

Dr. Michael A. Baston, President, Cuyahoga Community College

Keynote Address

Becoming an Increasingly Inclusive Instructor

Todd Zakrajsek

Director

International Teaching Learning Cooperative

10:10 – 11 am Concurrent Session A – EEC Classrooms

11:10am – 12pm Concurrent Session B – EEC Classrooms

12 - 1pm Lunch – EMHC Mandel Theatre Lobby

1 – 1:40pm Poster Session and Campus Activities – EEC Commons

1:50 – 2:40pm Concurrent Session C – EEC Classrooms

2:45 – 3:30 pm Awards Program and Ice Cream Social – EMHC Mandel Theater Lobby

9 – 10am

Keynote Speaker

Todd Zakrajsek

Director, International Teaching Learning Cooperative

Todd D. Zakrajsek, Ph.D., was a tenured associate professor of psychology and built faculty development efforts at three universities before joining UNC-Chapel Hill, where he provides resources for faculty on various topics related to teaching/learning, leadership, and scholarly activity. Zakrajsek has served on many educationally related boards and work groups. Current and past board memberships include the Journal of Excellence in College Teaching, International Journal for the Scholarship of Teaching and Learning, College Teaching, and Education in the Health Professions. Zakrajsek has consulted with organizations such as The American Council on Education (ACE), Lenovo Computer, Microsoft, Harvard, and the Bill and Melinda Gates Foundation. Todd also founded the International Teaching Learning Cooperative (ITLC), an organization created to bring together faculty members to advance students learning in higher education. The ITLC currently hosts 11 conferences in the US and abroad. Zakrajsek has delivered keynote addresses and campus workshops at more than 300 conferences and university campuses. His recently co-authored books include *The New Science of Learning*, 3rd Ed (2022); *Teaching for Learning* 2nd Ed (2021); *Advancing Online Teaching* (2021); and *Dynamic Lecturing* (2017). Zakrajsek has given more than 300 campus workshops and keynote addresses in 49 states. Follow and connect with him on Twitter @toddzakrajsek and LinkedIn.

Becoming an Increasingly Inclusive Instructor

Bringing diverse perspectives, resources, and knowledge together creates enormous potential. Unfortunately, our brains are not wired to embrace diversity; it's a processing thing. However, we can learn and adapt to new ways of thinking to override our natural brain process. Once we get rolling, we can teach the processes to others and create more potential for everyone. When it comes to rocking the future, it seems best to start today from wherever you are at present. In this session, we will look at specific strategies anyone can adapt to become an increasingly inclusive instructor.

10:10 – 11am Concurrent Session A

A1: How to compose a success coaching program: It takes an ensemble EEC 103

Sarah Wolfe, Assistant Dean, Student Success
Hannah Thompson, Program Manager, Student Success
Josh Monson, Program Manager, Student Life
Alice Hicks, Success Coach
Missy Graf, Success Coach
Shalon Salters, Success Coach

University of Cincinnati, Blue Ash College

This presentation will blend Teaching and Learning with Support Services to illustrate a unique teaching pedagogy that incorporates the classroom model with support services and holistic student development. The history of a success coach model will be discussed, with focus on how supports are integrated into a Student Success Seminar course to provide students explicit space – both in their course schedules and in their weeks – to engage with support services via their learning community and success coach. Student success metrics such as GPA and course completion, and how they have improved with integration of the success coach seminar model will also be shared.

Outcomes – At the end of this session, participants will be able to:

- identify innovative approaches to classroom teaching that include offering holistic support services to students.
- adapt success coaching elements into the classroom and reflect on processes to incorporate elements of this model at their own institution.
- refer to assessment of the cocurricular success coaching model as evidence for improved student success metrics.

A2: Keeping Them In the Game: Supporting Student-Athletes At Ohio’s Two-Year Colleges EEC 106

Vincent Granito, Jr., Professor, Psychology, Lorain County Community College

Several of Ohio’s two-year colleges offer a range of athletic opportunities for their students. This presentation will provide several strategies schools can employ to help support these students, including preseason orientations, academic study tables, athletic department engagement classes, student success classes for athletes, athletic learning communities, and creating student athlete advisory committees. The goal of these strategies is to enhance the educational experiences of these student-athletes, while adapting to their role in athletics. Audience members will be invited to contribute to the list of ideas to help these athletes succeed on the court and in the classroom.

Outcomes – At the end of this session, participants will be able to:

- provide strategies in the classroom teaching to help support student-athletes.
- develop ideas on ways to enhance the educational experiences of student-athletes.
- identify ways to keep student-athletes motivated toward the goal of student success.

A3: Assessments: Have you evolved?

EEC 109

Michael Wilkins, Associate Professor, Mathematics

Cuyahoga Community College

The era of the “sage on the stage” has been evolving into new presentation styles based on disciplines, changing demographic student bodies, instructional modalities, and occasionally, the desire of individual instructors to change themselves. The problem is, the assessment piece of our courses may not have changed accordingly. Equity in assessment is not something many know about or practice but maybe now is the time we should explore and incorporate equity into our assessments. Are you willing to rock your world by evolving and diversifying your assessment practices?

Outcomes – At the end of this session, participants will be able to:

- List their current assessment practices and tools.
- Discuss and share some assessment tools that account for equitable grading.
- Write out a new assessment game plan.

A4: Take Learning Everywhere: Our Future is with OER at Owens Community College

EEC 110

Cory Hoover, Professor, English

Jen Hazel, Professor, English

Owens Community College

With the pivot to online learning at the beginning of the pandemic, the English department at Owens Community College embraced a more equitable model for delivering course content. Using the college’s LMS and Articulate Rise, Open Educational Resources (OERs), faculty materials, and online content was developed for students. While the project continues to evolve and change, both in content and form, students can take their learning anywhere. During early development, the project invited debates about personal pedagogies and student learning and led toward campus wide OER development via a mini-grant. Equitable content delivery is a move toward student’s increased success.

Outcomes – At the end of this session, participants will be able to:

- Discuss how OER is tied to supporting equity in learning.
- Identify the ongoing process associated with developing and using OER materials.
- List basic resources and information to get started using OER materials at their institution.

A5: Enhancing Laboratory Practices for Students

EEC 111

Margaret Lehnert, Assistant Professor, Biology

Cuyahoga Community College

Scientific research produces novel discoveries structured by the scientific process. Educational laboratory courses mimic this learning environment but can fall short by inhibiting critical thinking skills when activities have known/expected outcomes. Teaching an educational laboratory course from an inquiry-based or course-based undergraduate research experience (CURE) approach allows students to execute the scientific method in a framework that more closely replicates the critical thinking environment found in an academic or industrial laboratory, providing students with skills needed to succeed in any STEM career. Presenter will discuss the development of a CURE laboratory course, chronicling its challenges, successes, and future direction.

Outcomes – At the end of this session, participants will be able to:

- Identify and compare the positive and negative aspects of a traditional approach to educational laboratory courses vs. a CURE approach.
- Examine the successes and obstacles faced during the first semester of a CURE lab course.
- Determine whether aspects of CURE courses could be integrated into their own lab courses.

A6: ACUE for You!

EEC 112

Linda Remark, Assistant Professor, Developmental Reading

Carol Halmasy, Professor/Coordinator of Reading Program, Developmental Reading

Wendi Keller, Chair, Developmental Reading

Therese Revlock, Associate Professor, Developmental Reading

Stark State College

With colleges transitioning to online modalities during Covid and many remaining there today, it is vital that online educators continue to adapt their teaching for online learners. Recently, some faculty at Stark State College have participated in the course "Effective Online Teaching Practices" administered by The Association of College and University Educators (ACUE). Presenters will share best practices, strategies, and general pedagogical approaches learned from this course, including the redesign of courses, syllabi, and class sessions. Participants will leave with ideas to implement immediately in their online classes to enhance both the teaching and learning experience in the online environment.

Outcomes – At the end of this session, participants will be able to:

- Redesign courses, syllabi, and class sessions to better define and establish practical learning outcomes.
- Align activities and assessments with course outcomes.
- Prepare an effective syllabus.

A7: Promoting Problem-Solving Skills with the Think Aloud Method

EEC 113

Joseph Baumgartner, Assistant Professor of Biology

University of Cincinnati, Blue Ash

Many students do not enter college with the competency in metacognition needed to be successful in their program. A tool that could support this development is a Think Aloud (TA) exercise. In a TA activity, students annotate their thought process as they work on a complex problem during a class discussion. Participants in this session will complete an example TA activity with the aim of applying it in their own research or teaching. TA helps students develop metacognitive skills. Data on students' perceptions of and performance on TA exercises in an introductory pre-professional biology class from 2021-2022 will be shared.

Outcomes – At the end of this session, participants will be able to:

- Organize a Think Aloud activity of their own.
- Develop tools to promote problem solving and metacognition in their class.
- Recognize aspects of students work that indicate their progress in developing problem-solving strategies.

A8: Improving Success in Math Gateway Courses for STEM Technicians

EEC 114

Mysti Hobson, Professor, Mathematics

John Graham, Assistant Professor, Mathematics

Elizabeth Kline, Dean, Arts and Sciences

Zane State College

This presentation is designed to share practices we have instituted to improve success in math gateway courses through the implementation of support services for students both in and out of the classroom. We conducted a Developing a Curriculum (DACUM) as well as a Systematic Curriculum and Instructional Design (SCID) both facilitated by The Ohio State University's Center for Education and Training for Employment in order to develop co-requisite math courses for our STEM gateway mathematics courses. Another supplemental instructional support we implemented was an embedded tutor in our STEM gateway courses. Lastly, we designed and conducted Math Boot Camps.

Outcomes – At the end of this session, participants will be able to:

- Describe the logistics of developing of a co-requisite course
- Discuss the importance of embedding a tutor within a course
- Identify the necessary steps to conduct Math Boot Camps

11:10am – 12pm Concurrent Session B

B1: Rocking Partnerships for Student Success EEC 103

Sarah Szweda, Instructional Specialist, English

Jennifer Skop, Associate Professor, English

Leon Contreras, Trio Health Sciences Tutor and Academic Success Mentor

Cuyahoga Community College

Community college students face unique sociological, psychological, and academic challenges and often require additional academic support to be successful. Tutoring is one support structure that has a proven track record of success. Yet, there is often a stigma associated with this service. Hear from faculty, tutors, and students about creating a personalized, student-centered tutoring experience that provides a case management approach to student support, creating a seamless feedback loop between professor, tutor, and students. Engage with panelists to brainstorm and share additional opportunities for strengthening instructional partnerships and turn tutoring into another arm of the academic arsenal.

Outcomes – At the end of this session, participants will be able to:

- Discuss how a partnership with tutoring can strengthen student success through a case management approach to academic support services.
- Describe various tutoring formats, such as embedding and group tutoring and learn how to add these initiatives to their own classes.
- Identify the power of academic support structures to increase student learning.

B2: Rocking the Future: Maslow before Blooms EEC 106

Kris Bowman, Professor, Nursing

Emily Chovanec, Associate Professor, Nursing

Jeri Whiteus, Assistant Professor, Nursing

Central Ohio Technical College

The process of creating social and physical environments to enhance student success requires attention to the social determinants of health. Social determinants of health are defined as conditions in which people are born, work, live, grow and age including the health system (World Health Organization, 2008). The role of the educator, therefore, expands beyond that of facilitator of learning to encompass the creation of a healthy social and physical learning environment. This presentation describes the process implemented by a technical college to identify student needs and create an environment in which students can reach their full potential.

Outcomes – At the end of this session, participants will be able to:

- Define the social determinants of health.
- Identify the impact of social determinants of health on students' success.
- Describe potential student success interventions.

B3: How to Rock Your Assessment Data and Close the Loop to Improve Student Learning

EEC 109

Tracey Meilander, Dean, Accreditation & Assessment of Student Learning
Thomas Benjamin, Director, Institutional Research, Planning & Engagement
John Myers, Program Director, Physical Therapist Assisting

Lorain County Community College

This session introduces Lorain County Community College's (LCCC) Course Assessment Process (CAP). Developed and led by faculty in collaboration with assessment and institutional research units as part of HLC Assessment Academy work, the CAP engages faculty to examine student learning outcomes mastery at the course and general education levels by asking big questions, developing key assessments, using a data visualization dashboard to analyze assessment data, and working collaboratively to close the loop and improve student learning. Using a guided inquiry approach, participants will work in groups to explore CAP examples that identify ways to improve student learning and learning equity.

Outcomes – At the end of this session, participants will be able to:

- Explore examples student learning mastery data using the LCCC Course Assessment Process (CAP) data visualization dashboard
- Disaggregate student learning data to examine equity in student learning
- Use assessment data to consider potential teaching strategies for improving student learning at the course level

B4: Technology for Engagement in the Classroom

EEC 110

Sherry Long, Associate Professor, Education

University of Cincinnati, Clermont College

Student engagement in the college classroom is necessary to promote and extend learning of the content being covered. Lecture and discussion alone do not provide opportunities for all students to engage in their own learning; therefore, instructors need to learn about the benefits and uses of technology in the classroom in order to adapt their lessons and teaching. The following technology tools that can be used in any classroom will be shared and demonstrated: Flipgrid, Padlet, EdPuzzle, and Socrative. Incorporating technology in lessons will promote student engagement during the teaching and learning process.

Outcomes – At the end of this session, participants will be able to:

- discuss the benefits of using technology in the classroom.
- describe how to use technology-based activities in the classroom.
- identify how to create their own activities in the classroom to engage students in their own learning.

B5: Implementation and Effect of Specifications Grading on Student Performance in the First Semester of an Organic Chemistry Lecture Sequence
EEC 111

Matthew DeMatteo, Associate Professor, Chemistry

University of Cincinnati, Blue Ash College

Specifications grading is a mastery learning assessment strategy wherein students are provided short assessments regularly throughout the course over very clearly defined student learning objectives. Partial credit is not awarded for these assessments and students are assessed based on whether they met or did not meet the learning objectives. Students have multiple opportunities to demonstrate this mastery before the end of the course. In the current study, specifications grading was implemented in a first-term Organic Chemistry lecture course. Student success was evaluated by comparing the grade distributions in the course, as well as student performance on the ACS standardized final exam, to prior course sections that used a traditional summative means of assessment. Possibilities of applying this assessment strategy to other disciplines and courses will be discussed.

Outcomes – At the end of this session, participants will be able to:

- articulate what is specifications grading and how it differs from traditional methods of grading.
- describe one implementation of specifications grading in an organic chemistry class with the goal of proposing possible implementations in their own classes, regardless of discipline.
- articulate the effects observed in the implementation of specifications grading in a single term of organic chemistry at a two-year college.

B6: Pedagogy or Andragogy: Which is Most Appropriate in Higher Education?
EEC 112

Bryan Gerber, Associate Professor, Psychology

Stark State College

All conscientious educators are familiar with pedagogical principles. How many understand andragogical tenets? Posited by Malcolm Knowles in the 1950's, recent research (including that of the presenter) points significantly to following the tenets of andragogy as opposed to pedagogy in higher education. Pedagogy traditionally examines teaching and learning of children while andragogy specifically speaks to the adult learner. Differences between the principles of pedagogy and andragogy will be discussed as well as the appropriateness of using an andragogical approach in designing course work in higher education and particularly with a community college population. Current research and outcomes will be examined.

Outcomes – At the end of this session, participants will be able to:

- Discuss andragogy and how it differs from pedagogy.
- Describe how the tenets of andragogy align with current understanding of adult learning principles.
- Identify ways in which lessons can be easily adapted to andragogical principles thus benefitting their students.

B7: Changing Curriculum to Challenge Minds

EEC 113

Heidi Arnold, Professor, Communication

Sinclair Community College

The community college student includes high school, incarcerated, neuro diverse, international, Gen Z, and career cohort populations. Varied students necessitate curriculum and environmental adjustments to generate success as well as an awareness of cultures that acknowledge diversity, equity, and inclusion. Participants will be challenged to question traditional pedagogy with different techniques and out-of-the-box creativity and prioritize change. Such modifications motivate students to engage and connect with the course content, setting the atmosphere for success. Participants will apply Mindset GPS principles of growth, personal relevance, and sense of belonging as well as redesigning assignments from a perspective of equity.

Outcomes – At the end of this session, participants will be able to:

- discuss adaptations for upcoming student populations
- identify new techniques for effective instruction including DEI strategies
- describe new ideas and implementation practices from peers

B8: Rockin' Online Remediation: An Intersectional Approach to Teaching Synchronous Developmental English

EEC 114

Sarah Pogell, Adjunct Professor, English

Cuyahoga Community College

This session will discuss pedagogical approaches, informed by Kimberly Crenshaw's concept of intersectionality (1989) and Ibram Kendi's notion of the "antiracist" (2019), used in developmental English courses. An infographic illustrating intersecting binaries of privilege and disadvantage begins the talk in order to illustrate how many developmental education students fall into the "Oppression" quadrants of the chart (versus those of "Domination"). After establishing the theoretical apparatus, the presenter will detail practices that best ensure students' trust, engagement, learning, and mastery of course content in the synchronous classroom—the new normal for delivering large quantities of instruction in higher education today.

Outcomes – At the end of this session, participants will be able to:

- Discuss "intersectionality" to inform their teaching of developmental education students (in all disciplines—not just English).
- Deploy strategies in the developmental education classroom to foster greater trust and inclusivity as an "antiracist".
- Increase participation and engagement in the developmental education classroom.

1 – 1:40pm Poster Session and Campus Activities

Please view the poster sessions, visit our vendors, and check out the campus activity stations!

P1: Teaching Science as a Way of Thinking

Margaret Lehnert, Assistant Professor, Biology

Cuyahoga Community College

While science is defined as a collection of facts, it is also a way of thinking outlined by the scientific method. Although students are repeatedly exposed to the steps of this process throughout their education, they often see it as a memorization exercise rather and are often unable to connect the process of science to applied critical thinking. This presentation outlines a strategy for students to implement the steps of the scientific method in answering applied questions, providing an example from an Anatomy and Physiology course. The method has a wide application within STEM disciplines and can be modified accordingly.

Outcomes – At the end of this session, participants will be able to:

- Recognize how steps of the scientific method can be used in lecture.
- Outline the steps a student can utilize when answering applied questions, and see an example relating to anatomy and physiology.
- Modify steps as necessary to teach students critical thinking application and problem-solving in any STEM discipline.

P2: Peer Mentoring Videos Promote Better, More Strategic Decisions Regarding High-Impact Experiences that Inspire Student Engagement and Academic Success

Debra Frame, Professor, Psychology

University of Cincinnati, Blue Ash College

Previous research finds a positive association between student engagement and academic success; therefore, most colleges offer a vast number of high-impact opportunities to enrich student engagement and develop a deeper connection and sense of belonging. But, with so many choices, where should students begin? With this in mind, I created a series of video clips interviewing upper-class students who had engaged in high-impact activities and presented the videos to my First Year Experience students to help them make better, more strategic decisions. Video clips covered the benefits and challenges of joining club organizations, undergraduate research, internships, honors programs, and more.

Outcomes – At the end of this session, participants will be able to:

- Identify at least three high-impact experiences that increase student engagement and promote learning.
- Summarize the pros and cons of several high-impact learning experiences from a student mentor's perspective.
- Adapt the peer mentoring video method to their own classroom to encourage students to receive and reflect on feedback from upper-class peer mentors.

P3: Strategies used to increase nursing student retention and success

Megan Hodgkiss, MSN, RN, Lab Coordinator, Nursing

Mary Grady, DNP, RN, CNE, CHSE Programs Administrator, Nursing

Lesley Shull, MSN, RN, Nursing Retention and Intervention, Nursing

Lorain County Community College

Students are demonstrating a lack of academic preparation, coping skills, poor critical-thinking and increased anxiety. Students need the support and tools to assist them in being successful in school and in their future careers. Little research is available related to the impact of retention and specialized tutoring services being implemented to decrease anxiety and improve academic performance. The purpose of retention and tutoring intervention services was to focus on students' coping skills, test anxiety and preparation to facilitate success in the first and subsequent semesters. Tutoring and retention services are valuable in decreasing nursing student anxiety and improving academic outcomes. It has also provided life skills to assist them in the program.

Outcomes – At the end of this session, participants will be able to:

- Describe strategies to increase student retention..
- Discuss strategies to increase students' success in a nursing program.
- Identify strategies to improve student coping skills in a nursing program.

P4: Ensuring Equal Access for Disabled Students Who Are Incarcerated and Enrolled In For-Credit Community College Correctional Education Programs

Jenifer Montag, Director, Disability Services

Marion Technical College

A recent study of community college disability service (DS) supports for disabled incarcerated students, this poster presentation with sample scenarios will highlight the accommodations provided, the barriers experienced, and the strategies the disability services staff use to work around barriers to providing accommodations in correctional education college classes. Many of the barriers DS staff experience are similar to the barriers faculty experience in teaching within the correctional setting. Three researcher-developed tools will be shared to help faculty, community college administrators, and DS / Support Service staff assess potential correctional setting barriers and provide tips to working within that setting.

Outcomes – At the end of this session, participants will be able to:

- identify three common barriers that affect teaching and support services within correctional settings.
- describe strategies and methods in which the stakeholders of college correctional education programs can strengthen their interactions to support the incarcerated students' learning
- discuss three approaches they can use to assess the format of correctional education classes and approaches faculty, administration, and DS staff can use to reduce and remove barriers to the incarcerated students' education.

P5: Jesse Owens Centennial – Showcase the Good, Life Lessons

John Kerezy, Associate Professor, Media & Journalism Studies

Cuyahoga Community College

Owens was accorded second-class status for much of his life after he was the hero of the 1936 Olympics. This poster session will present objectives-activities-learning outcomes using four of the many situations of Owens' life. Each will start with something Owens faced and/or did, followed by a "what do you think about what Owens did"? And then two other Socratic-type questions: Do you think what Owens did (in 19XX) applies to us today? If you were in a similar situation, would you do what Owens did? How would you want your friends, classmates, teachers/professors, and others who influence you to treat each other, and treat you, keeping this Owens characteristic in mind.

At the end of this session, participants will be able to:

- Discuss ways to integrate real-life scenarios into the classroom.
- Describe active learning techniques that can be used in class discussion.
- Identify class essay assignments that can be incorporated into the class curriculum.

P6: Teaching about Disinformation Campaigns

John Kerezy, Associate Professor, Media & Journalism Studies

Cuyahoga Community College

Beyond "fake news" is coordinated inauthentic behavior, designed and being carried out on social media to disinform the general public. For example, both the People's Republic of China and the Russian Federation are employing millions of people to carry out disinformation campaigns all over the globe, 24/7. The two nations have varying purposes in their efforts, but both have made the United States a principal target. This session will explain what Disinformation Campaigns are, how to spot them, and make suggestions for what faculty and students should do to counter them. This session will use a combination of hand-on examples (such as "Spot the Troll") and handouts for instructors. There will also be a "resources" handout of sites and information which actively counteract disinformation campaigns.

At the end of this session, attendees will be able to:

- Identify disinformation and coordinated inauthentic behavior with ease.
- Teach students how to spot, and respond to, disinformation campaigns.
- Make students much more social media savvy with respect to what they post and share on social media.

P7: Tri-C Common Read: Books Rock!

Rebecca Carte, Assistant Professor, Spanish
Lorrie DiGiampietro, Assistant Professor, English
Stephanie Greer, Lecturer, English
Theresa Gromek, Assistant Professor, English

Cuyahoga Community College

Since 2015, the Tri-C Common Reading Program has worked to foster civic responsibility, academic discourse, and community engagement among our students by assisting faculty across disciplines in incorporating new texts into their curriculum. The program has provided a diverse lineup of books over the years, offering an intersection of themes that are relevant to our students across campuses. Through the creation of cross-disciplinary curriculum and faculty development workshops, as well as co-curricular events including author visits, local speakers, and our student contest, (re)imaginings, the Common Read has fostered a sense of community at Tri-C and invigorated faculty, staff, and students alike. This year's selection, the memoir "Crying in H Mart" by indie rocker Michelle Zauner, will highlight what "rocks" about this and previous texts and events.

At the end of this session, participants will be able to:

- Incorporate the current, or a former, common reading text into their curriculum and self-enroll in the CRP Blackboard site
- Share a full schedule of co-curricular events for the 2022-23 Common Reading text with students
- Understand how the Common Reading Program promotes the Civic Responsibility ELO by connecting the community represented in each text to local issues through our co-curricular events.

P8: Game On: Engaging Students with Video Games Inside and Outside the Classroom

Mike Piero, Professor, English
Cuyahoga Community College

This poster presentation will feature strategies that humanities-based faculty members can use to engage students by integrating video game analysis into their courses. This presentation will offer attendees an evidence-based rationale for incorporating games into the classroom, sample assignments and lesson plans, scholarly/teaching resources for those interested in game studies, and a robust plan that connects current events, the classroom, and student life—all through gaming. The future points to video games as being the dominant entertainment media form of the 21st century, and educators can "rock the future" of this new medium by harnessing its immersive qualities and teaching students how to get their game on through new critical literacies, approaching game content and discourse critically, thoughtfully, and with an eye toward their rhetorical agency.

At the end of this session, participants will be able to:

- Integrate game analysis into their humanities courses.
- Locate high-quality, effective resources for using games inside the classroom.
- Articulate the value of gaming for students outside the classroom

P9: Using Twitter to Engage Students and Promote Learning

Wendy Calaway, Associate Professor, Criminal Justice

University of Cincinnati, Blue Ash College

This poster will present dynamic information on incorporating twitter as a pedagogical tool in online and face to face courses. In attempting to address the issue of student engagement during the pandemic, the use of twitter became a tool to help students connect the theoretical portions of their learning to the practices outside the classroom. The requirements for use of twitter, integration with the learning objectives, grading rubric and outcomes will be discussed. I will also highlight the ways that this technique helped students interact with criminal justice practitioners and researchers and with each other in discussing the work of criminal justice in the field in real time.

At the end of this session, participants will be able to:

- Discuss the value of connecting theoretical learning to real world applications.
- Design and use the social media tool twitter as a vehicle for engaging students in making connections with current events, researchers, and practitioners related to their field of study.
- Analyze the impact of leveraging social media to assist with achieving course learning objectives.

P10: Engaging Students in a Synchronous Online Course

Andy Sokolich, Program Manager, Online Associate of Arts Degree; Adjunct Faculty, General Studies

Cuyahoga Community College

Small changes in teaching can promote active participation in the virtual classroom, leading to a more dynamic experience for all students. Using James Lang's book, "Small Teaching," as a guide, this poster will identify strategies adapted for student engagement in a synchronous online course. The strategies come from the domains of knowledge (what do students know), understanding (how well can students apply content), and inspiring (how are students motivated to expand their knowledge). This poster will provide specific examples of how these strategies can be applied, regardless of academic discipline, to help students engage and master course content.

As a result of this poster session, participants will be able to:

- Discuss the three domains of teaching strategies: Knowledge, Understanding, and Inspiring.
- Describe three specific strategies to increase engagement in a virtual classroom.
- Identify at least one strategy to adapt for use in their virtual classroom.

1:50 – 2:40pm Concurrent Session C

C1: Cultural Mistrust: Building Better Relationships with Black Students

EEC 103

Chad Sloss, Lecturer, Sociology, University of Dayton

This recently completed study utilized a qualitative phenomenological approach that pulled from the individualized and collective experiences of faculty, administrators, and Black students at HBCUs and HWCUs, and examined their cultural and social experiences. Findings from this study highlighted the cultural mistrust (CM) of Black male students for White faculty at HWCUs, which complicates relationship-building processes that lessen academic performance and ultimately downgraded Black student experiences in higher education. Although cultural familiarity and cultural environments lessened the CM of Black students at HBCUs, it was still a significant factor pertaining to White professor perception of Black students.

Outcomes – At the end of this session, participants will be able to:

- Discuss pedagogical approaches for increasing positive experiences for Black students.
- Develop and implement strategies to increase retention, matriculation and graduation rates, and career opportunities for Black students.
- Identify obstacles and best practices to support Black student experiences in college.

C2: Cosmic Communication: Exploring Race 2.0 in Future Shock Spaces & Pedagogical Places

EEC 106

Derrick Williams, Associate Professor, Communication Studies
Cuyahoga Community College

This presentation will focus on the research garnered from the 2021 OATCY Teaching Grant that assisted in developing an innovative course redesign project combining the academic discipline of communication studies with digital technology. By focusing on the impact of technology on communication, students in the introductory Interpersonal Communication course gain a deeper sense of current issues that impact society in terms of race in the digital world. Within the communication studies field, the influence of race is well-researched and commonly taught in communication courses; however, including the intersection of technology with these factors is less prevalent. Based on Safiya Umoja Noble's *Algorithms of Oppression* (2018), Ruha Benjamin's *Race After Technology* (2019), and Andre' Brock's *Distributed Blackness* (2020), the presentation highlights the field of communication studies (and various humanities) to address issues of technological discrimination found in algorithms, social media, websites, and facial recognition systems. Derrick will demonstrate why courses in the humanities are excellent pedagogical spaces to explore the issues found in these texts.

Outcomes – At the end of this session, participants will be able to:

- List tools, processes, and strategies for using digital technology in assignments.
- Discuss ways to update current curriculum with new methods to engage students.
- Describe connections between digital and traditional humanities.

C3: 101 Whiskey Experiments with Community College Undergraduates!

EEC 109

Regan Silvestri, Associate Professor, Chemistry

Lorain County Community College

An almost chance encounter between a chemistry professor and the founder of a start-up whiskey company would quickly lead to the creation of an independent student research program. Undergraduate students are using gas chromatography-mass spectroscopy to profile the distinct flavor compounds in unprecedented flavors of bourbon being developed by industry partner Cleveland Whiskey. Equally important with the scientific results are the stories of the impact the program has had on the students, and the stories of just how much fun a group of undergraduates can have doing nerdy science stuff when the topic is whiskey!

Outcomes – At the end of this session, participants will be able to:

- Discuss strategies for recruiting commuter students into extracurricular activities.
- Identify opportunities for securing external funding to support extracurricular programming.
- List strategies to network with local industry to secure practical/applied student projects that promoting student success beyond their major course of study.

C4: Technology to Collaborate: Think Outside your Discipline to Help you Adapt the Classroom

EEC 110

Amelia Caldwell, Lecturer, Business and Urban Studies

Casey Brown, Sr. Instructional Designer

David Nauk, Lecturer, English as a Second Language

Cuyahoga Community College

Three new lecturers from different campuses and disciplines (Business, English, and ESL) participated in onboarding professional development experience together. As part of our teaching square exercise, we observed one another's classes this past year and learned ways we could adapt our own teaching. We approach online synchronous teaching using different technology tools, adapted to challenges, and learned with and from one another ways to improve. Faculty and staff will leave this session having knowledge of the benefits of interdisciplinary peer course observations and interactive technology tools that help adapt course outcomes to online learning environment to ensure students' success.

Outcomes – At the end of this session, participants will be able to:

- Discuss the importance of learning from others outside your discipline.
- List the benefits of using a variety of technology tools in online classes to ensure student equity and inclusion.
- Identify examples of ways to adapt teaching practices for an online synchronous classroom by utilizing technology such as WebEx, Zoom, Blackboard Collaborate, Softchalk, and FlipGrid.

C5: Rock the Future with OER

EEC 111

Justin Sevenker, Assistant Professor, English

Karin Hooks, Associate Professor, English

Jewon Woo, Associate Professor, English

Lorain County Community College

While the appeal of open educational resources (OER) continues to grow, so does recognition of the obstacles that may dissuade instructors from adopting them. These include lack of time, tools, and funding to create OER, as well as lack of institutional recognition for doing so. Nevertheless, individual instructors and programs find ways to adapt, and their stories suggest how others can leverage available resources to create effective, affordable course materials. In this presentation, we share our stories, reporting on three different OER projects in our English composition and literature courses that are shaping the future of our program.

Outcomes – At the end of this session, participants will be able to:

- Utilize specific strategies to win administrative support and faculty buy-in for developing OER
- Address a range of challenges that come with creating and using OER
- Implement practices for teaching with OER on a variety of platforms (WordPress, Scalar, and others) and in a variety of courses

C6: Practical Faculty Development for Diversity, Equity, and Inclusion in English Departments

EEC 112

Susanna Shelton Clason, Associate Professor, English/Rhetoric

Ruth Benander, Professor, English

Ian Golding, Assistant Professor, English/Rhetoric

Brenda Refaei, Professor, English

University of Cincinnati, Blue Ash College

Faculty development for diversity, equity, and inclusion practices can be challenging. During the pandemic, inequities in the classroom and in our department were highlighted, and the necessity of implementing DEI practices became essential. We report how our English Department's DEI subcommittee developed practical approaches for inclusion in hiring practices, promotion and tenure policies, and teaching. We describe our subcommittee's 8 five-minute teaching innovations and high-impact strategies that can be presented quickly, and our department's DEI faculty learning community focused on professional development. We believe these approaches make applying the principles of diversity, equity, and inclusion effective for individuals and departments.

Outcomes – At the end of this session, participants will be able to:

- Incorporate Diversity, Equity, and Inclusion activities into their teaching.
- Work within their departments to develop inclusive hiring practices.
- Integrate Diversity, Equity, and Inclusion principles in promotion and tenure policies.

C7: Integrating Media Literacy into the Classroom

EEC 113

Sara Klink, Assistant Director, Library Services

Stark State College

Learning to adapt to the ever-changing technology landscape while teaching our students how to navigate the information overload is no easy task. In our daily lives we are constantly bombarded with an overwhelming amount of information but how do we know what information is credible? Beyond that, how do we teach our students those skills?

Participants will be provided with a toolkit that focuses on media literacy as it relates to mis- and dis-information, fake news, confirmation bias and the fact checking strategies and tools needed to combat information disorders. The session will be hands on, allowing participants to practice classroom activities.

Outcomes – At the end of this session, participants will be able to:

- explain mis- and dis- information, fake news and other information disorders.
- apply basic fact checking methods to any piece of information.
- develop classroom activities allowing participants to practice evaluation techniques.

C8: Rockin' Math Pathways – Laying Down the Groove for Future Success

EEC 114

Michelle Younker, Chair, Mathematics
Julie Chesser, Professor, Mathematics
Elizabeth Condon, Professor, Mathematics
Sarah Long, Associate Professor, Mathematics

Owens Community College

Capitalizing on the skills students bring with them as they begin their mathematics pathways, faculty use what they have learned about connecting concepts and motivating students to adapt the curriculum to better prepare students for gateway courses. Faculty provide tailored assistance to students and introduce and reinforce study skills while immersing students in the concepts most important for success in the mathematics course(s) needed for their programs of study. Join our panel discussion to discover how content was identified and implemented in these courses supporting the math pathways and how they establish a rhythm to help students rock future coursework.

Outcomes – At the end of this session, participants will be able to:

- employ a framework to identify supporting content necessary for success in gateway courses.
- list one approach for providing individualized assistance to support student learning.
- discuss alternatives to multi-term support courses that prepare students for gateway mathematics

2:45 – 3:30pm Awards Ceremony

Please join us for an ice cream social in the Eastern Mandel Humanities Center Theatre Lobby for the Awards Ceremony.

DRAFT