Provost's Teaching Summit
Poster Presenters

Table 1

Eddie T.C. Lam
Health and Human Performance
College of Education and Human Services

How To Be a [Bad] PowerPoint Presenter
In spite of his popularity, instructors or presenters very often still fail to provide an effective PowerPoint presentation to the audience. This poster presentation demonstrates what errors they should avoid.

Table 2

Juan Amador, Susan Carver,Stephen Duffy, John Holcomb, Debbie Jackson, Nigamanth Sridhar, Andrew Resnick
Mathematics, Civil Engineering, Teacher Education, Computer & Electrical Engineering, Physics

College of Sciences and Health Professions
Washkewicz College of Engineering
College of Education and Human Services

Operation STEM
Develop an innovative approach to teaching health education by using gardening as a vehicle for learning about healthy eating and growth and development with specific focus on developing strategies to integrate an interdisciplinary pedagogy to enhance student engagement and learning in the course Methods and Materials of Health Education (HED 461/561).

Table 3

Eman Tadros
Psychology
College of Liberal Arts and Social Sciences

Streaming to Teach About Critical Topics
This presentation will teach attendees how to incorporate the usage of Netflix and other streaming sites into the classroom. The presenter will utilize the show 13 Reasons Why to discuss suicide as a huge societal and sociological problem. The focus on social and contextual factors, and larger systems that impact the decision to commit suicide and contribute to the systemic problem will be discussed. By having students stream the show they can observe signs that led up to the main character's suicide as well as external societal contributions. Additionally, students are able to deconstruct the narrative and reauthor the story by creating alternative outcomes. The presenter will use Narrative Theory to apply a psychological lens to systemic, social problems. The utilization of Netflix has significantly improved the teaching of timely social problems as well as the facilitation of difficult dialogues.

Table 4

Eman Tadros
Psychology
College of Liberal Arts and Social Sciences

Teaching Self-Care to Helping Professionals in Training
This presentation will teach attendees how to incorporate the usage of Netflix and other streaming sites into the classroom. The presenter will utilize the show 13 Reasons Why to discuss suicide as a huge

societal and sociological problem. The focus on social and contextual factors, and larger systems that impact the decision to commit suicide and contribute to the systemic problem will be discussed. By having students stream the show they can observe signs that led up to the main character's suicide as well as external societal contributions. Additionally, students are able to deconstruct the narrative and reauthor the story by creating alternative outcomes. The presenter will use Narrative Theory to apply a psychological lens to systemic, social problems. The utilization of Netflix has significantly improved the teaching of timely social problems as well as the facilitation of difficult dialogues.

Table 5

Emily Rauschert, Ralph Gibson
BGSE
College of Sciences and Health Professions

Fostering study skills in an intro level biology course
Through online quizzes, a flashcard app and online study surveys for each exam, we are working to build student's use of effective study strategies.

Table 6

Cyleste Collins
Social Work
College of Liberal Arts and Social Sciences

Implementing Flipped Learning Techniques in a Graduate Social Work Course
This poster describes how flipped learning principles and techniques were incorporated into in a graduate social work course. The strategy, logic, methods, and student feedback will be described.

Table 7

Cigdem Slankard
Film & Media Arts
College of Liberal Arts and Social Sciences

Virtual Reality: Storytelling across Time and Space
Incorporating cinematic virtual reality technology into film and media arts curriculum.

Table 8

Joanne Goodell, Conor McLennan, Judy Ausherman, Jessica Bickel Lisa Covington, Tasha Preisler
Teacher Education, Psychology,Health and Human Performance, Physics,Philosophy & Comparative Religion, Mathematics
College of Liberal Arts and Social Sciences, College of Sciences and Health Professions, College of Education and Human Services

Gateway Course Faculty Learning Community
In Fall 2018, a faculty learning community focused on applying psychological science to teaching and learning to improve student success in gateway courses attracted 13 participants from five colleges, most from the two largest colleges in the University in which most of the gateway courses are situated. Facilitated by a cognitive psychologist, Dr. Conor McLennan, and a mathematics teacher educator, Dr. Joanne Goodell, the group met five times throughout the semester for 90 minutes each time.

Table 9

David Bruner
Psychology
College of Education and Human Services

Progressive brain drawings: connecting anatomy with behavior in the teaching of neuropsychology

Teaching students to draw brain structures and label with behavioral functions improves memory for brain functional anatomy.

Table 10

Rachel Rickel
First Year Writing
College of Liberal Arts and Social Sciences

Practical Use of Free Software in Two-Year College Gateway Courses
The Purpose of the session is to show Two-Year College Instructors a few free apps and Software programs, such as Plickers, Kahoot, Remind, and Groupme, that they can use in their classrooms. First, i will give some background information as to why it is important to utilize some newer electronic means of engaging students in the classroom. By using some of these electronic options and "gamifying" content, instructors can reduce the ever-dreaded and constant use of cellphones in class by bored students. Then, I will go over additional background information on why communication beyond email with current traditional students is helpful to student persistence in a class. As students communicate more and more with their peers, and even their parents, using smart devices and social media, they feel more comfortable when they are also able to communicate with their instructors in a similar fashion. Next, I will give a brief introduction to a few free programs, including information on how to use them as well as a few practical activities for the classroom. I will have some how-to handouts for attendees, and I will also have a demonstration of Plickers using a laptop and a smartphone. For the demonstration, attendees wishing to participate will have a chance to answer trivia questions about students using Plicker cards that I will have at the ready.

Table 11

Melanie Gagich
English
College of Liberal Arts and Social Sciences

Using Technology to Encourage Digital Literacy in First-Year Writing
My poster will present a review of the integration of a multimodal composing assignment in my ENG 102 classes. This will include an overview of the project scaffolding process, tools and resources used to complete the project, and a generalized summary of students' reactions (including IRB-approved data pertaining to students' emotional responses).

Table 12

Emilie Zickel
English
College of Liberal Arts and Social Sciences

Using Design Plans and Reflection in First-Year Writing Assignments

The idea for implementing "draft designs" and reflective cover letters along with student papers in ENG 100, 101, and 102 is one that I adopted after a Fall 2017 faculty book discussion hosted by the CFE. In this discussion group, we studied Kaplan, Silver, La Vaque-Manty, and Meizlish's (2013) "Using Reflection and Metacognition to Improve Student Learning: Across the Disciplines, Across the Academy". Applying principles from that text, I ask my students to complete draft designs and cover letters along with their papers. The draft design shows the evolution in their thinking about, effort on, and resources engaged for the assignment. The cover letter offers a more narrative synthesis and reflection by the student on his or her process, growth, and feelings about final product. This "packaging" of traditional essays incentivizes thinking about students' individual learning experiences with each project.

Table 13

Jessica Bickel, Thijs Heus
Physics
College of Sciences and Health Professions
Using Perusall to Encourage Reading
Using Perusall to Encourage Reading

Table 14

Elena Andrei, Molly Buckley
Teacher Education
College of Education and Human Services

"Spice it Up": Digital Literacy Scholars Expanding their Digital Teaching Practices
Two early career literacy and language teacher educators who have digital literacies at the core of their professional and scholarly pursuits share their quest to enhance their online instruction. Peer support and the premises of "keeping it simple" and "it does not need to be perfect" seemed to be critical in the implementation of videos for the online instruction.

Table 15

Michael Dover
Social Work
College of Liberal Arts and Social Sciences

Class Theory: Students Theorize Intersectionality, Microaggressions, and Human Injustice
SWK 303, a WAC course in macro theory of human behavior in the social environment, teaches students to apply theories from five chapters in the textbook, from two journal articles on social justice and intersectionality (Gil, 2004; Collins, 2015) and two of the instructor's publications on human needs and on microaggressions (Dover 2016a, 2016b). They apply these theories to understanding the A Greater Cleveland Families and to understanding the characters and plots in selected films watched in small groups, within both the online and in-person sections. In addition, the students theorize key concepts in their own words, including intersectionality, microaggressions, and three sources of human injustice (Dover, 2019), namely oppression, exploitation and mechanistic dehumanization. Their weekly work culminates in a WAC paper that is a film review (in two drafts) and a final family analysis. Student work, used with written permission, shows the ability of students to make valuable conceptual contributions to understanding social theory. Along with the nationally recognized use of www.cleveland.com stories from the A Greater Cleveland Series (which resulted in a two-page spread dedicated to CSU students in

the the national NASW News of May 2018), what is innovative is to empower students to actually contribute to conceptual progress in social theory. Via their critical thinking, paraphrasing, invention of conceptual synonyms which enrich explanations of the existing theory, and application of the theory, they explain important theories in ways which contribute to our understand of these theories. These explanations are later shared with the next semester's students, after those students have made their own contributions. Additionally, as shown in three of the instructor's publications (Dover 2008, 2016b, 2019) such "class theory" has contributed to the published literature on diversity education for social justice, microaggressions and to the theorization of human injustice, human needs and human liberation.

Table 16

Michael Wiitala, Marcus Schultz-Bergin
Philosophy & Comparative Religion
College of Liberal Arts and Social Sciences

Team Based Learning
The poster will focus on Team Based Learning (TBL). We see TBL as an effective way to enable students to learn how to approach questions and problems as experts in the relevant field would approach them. The relevant field for me and my co-presenter, Marcus Schultz-Bergin, is Philosophy. We will show the way we have applied TBL in a diverse range of philosophy courses. The information will be presented in a way that makes it relevant to those in other disciplines.

Table 17

Huiwen Li, Yufei Guo, Xiaocong Ding, Shunqin Li, Wenjun Wang
Confucius Institute

Maximized Language Learning "Innovations:
1. Individualized learning design: designing class projects based on students' interests, backgrounds, and resources available
2. Multi-media teaching methods: applying digital applications, such as Jeopardy, Kahoot, Quizlet, Flipgrid, and WeChat, in the new content learning and review
3. Language and culture connections: using authentic materials from videos, movies, and documentaries in advanced language and culture learning
4. Campus, community, and real life connections: expanding language learning from the classroom to communities, students' real life, and internet"