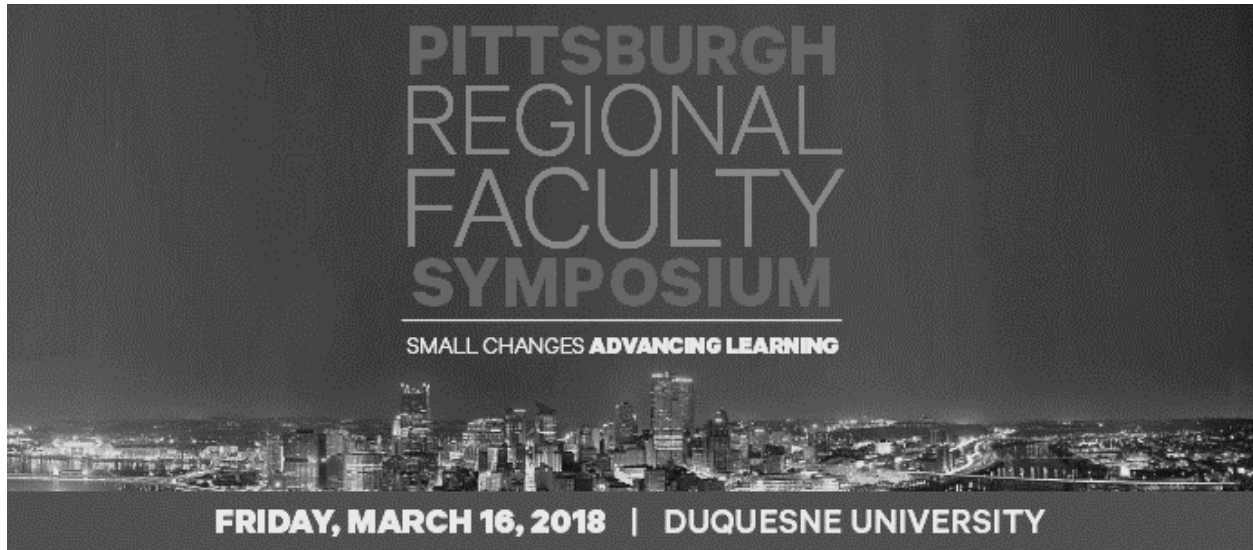


Symposium Day Planner



Registration
& Breakfast

**Power Center 5th Floor
Fides Shepperson Suite
8:30-9:15**

**Power Center 5th Floor
Charles J. Dougherty Ballroom
9:15-10:15**

Welcome
& Keynote

Small Teaching: From Minor Changes to Major Learning
James Lang, Assumption College

Research from the learning sciences and from a variety of educational settings suggests that a small number of key principles can improve learning in almost any type of college or university course, from traditional lectures to flipped classrooms. The keynote will introduce some of those principles, offer practical suggestions for how they might foster positive change in higher education teaching and learning, and guide faculty participants to consider how these principles might manifest themselves in their current courses.

Coffee

**Power Center 5th Floor
Fides Shepperson Suite
10:15-10:45**

Morning Concurrent Interactive Sessions

Canevin 206
10:45-11:30

Making it Brief: Repurposing Project-Based Learning with Technology Tools

Meigan Robb, *Chatham University*
Michelle Doas, *Chatham University*

Project-based learning is a teaching method that encourages students to make connections between concepts threaded across the curriculum. Traditionally, activities linked to this approach unfold over the course of a few weeks or a semester. Following this timeline can lead to learner fatigue, frustration, and disengagement. This interactive workshop will guide attendees through the process of repurposing project-based learning to reflect the small teaching principle of brief learning activities. Experienced-based examples using Bubbl.us and Padlet will be shared. Attendees will leave the workshop with practical technology based examples for incorporating repurposed project-based learning into their own settings.

Fisher 555
10:45-11:30

Assessment FOR Learning: Using Feedback to Support Learning

Deborah Spencer, *ASSET STEM Education*
Sarah Chesney, *ASSET STEM Education*

This small teaching session will focus on the use of feedback as a formative assessment strategy. Participants will engage in active discussion about the characteristics of feedback and the impact of its intentional use as a strategy for learning. Groups will examine sample feedback statements, apply their understanding about feedback to revise the statements, and provide evidence and reasoning to support the revisions. The session will conclude with an opportunity for participants to consider their own instructional practices and create a plan of action to implement the use of feedback in a present course.

Canevin 306
10:45-11:30

Writing Response Groups for Face-to-Face and Online Courses

Rae Mancilla, *University of Pittsburgh*
Laura Roop, *University of Pittsburgh*

In this session, participants will engage in a live demonstration of a writing response group and a facilitated discussion about how to integrate peer response writing groups into their own instructional contexts. In addition, they will view examples of how writing response groups can be structured in the online learning environment and will leave with example protocols for using the technique in their own teaching.

Morning Concurrent Interactive Sessions

Canevin 311
10:45-11:30

Reflecting for Better Learning
Virginia Robson, *University of Pittsburgh*

Reflective practice encourages the analysis and evaluation of both the process and product of learning in order to constructively examine one's own efforts and achievement. Learning to reflect realistically on past learning can help to improve future learning (Allard, 2013). Training students to reflect engages learners in their learning process; it teaches the skill of critical thinking and asks learners to actively and honestly examine their work. The presenter will share ways to incorporate written and spoken reflective tasks (including using digital/online tools) which teach students how to confidently and realistically examine their individual academic abilities and performance.

Canevin 309
10:45-11:30

Teaching Social Justice in a Health Sciences Curriculum
Meghan G. Blaskowitz, *Duquesne University*
Jaime Muñoz, *Duquesne University*
Amy Mattila, *Duquesne University*

This session provides an interactive demonstration of two unique teaching strategies, the use of a Social Determinants of Health card game, The Game of Life, and an interactive simulation on racism and privilege, Mr. Roger's Neighborhood. Duquesne University Occupational Therapy faculty will lead abbreviated versions of these activities with session attendees and a discussion on how active learning strategies impact students' ability to learn and reflect on social justice principles as they strive to become culturally responsive health practitioners.

Power Center 205
10:45-11:30

Teaching the Design of Professional Posters for Clear & Effective Communication
John G. Radzilowicz, *University of Pittsburgh*

**Symposium
Sponsored
Session**

One key aspect of advancing teaching excellence is to equip students to clearly articulate and broadly communicate the central ideas and transformative concepts in their disciplines. At the most basic level, they need to be able to widely share and explain their own work. Toward this end, teaching the skills behind creating an effective professional academic poster can be a critical component of many courses. This mini-workshop will address teaching students to understand the purpose of an academic poster, to apply the elements of good design and communication, and to have a framework with which to view their own posters, and those of others.

Morning Concurrent Interactive Sessions

**Power Center
Fides
Shepperson
Suite
10:45-11:30**

**Symposium
Sponsored
Session**

**Informal Conversation with Derek Krissoff, Director of
West Virginia University Press, Publisher of Series on
Teaching and Learning in Higher Education**

Derek Krissoff, *Director, West Virginia University Press*

Are you interested in learning about publishing a book on teaching and learning? Stop by for an informal chat with Derek Krissoff, the director of the West Virginia University Press. Find out, for example, about ways to broach a book idea with a publisher, the submission and editing process, and other logistics of book publication.

**Fisher 727
10:45-11:30**

**Symposium
Sponsored
Session**

Q & A with James Lang

James Lang, *Assumption College*

If you are wondering about how you can make small changes to your teaching, this is your opportunity to ask Jim. In this informal Q&A, Jim will field questions to help you think about ways to apply the science of learning to your particular situation.

**Fisher 619
10:45-11:30**

**Symposium
Sponsored
Session**

**Pecha Kucha + Good Design = Better Student
Presentations**

Lauren Panton, *Chatham University*
Carol Washburn, *University of Pittsburgh*

When you observe your students doing classroom presentations, does time begin to drag? Pecha Kucha is a format for structuring presentations that helps students express themselves in a well-paced, concise manner, and keeps presentations to under 7 minutes. When Pecha Kucha is coupled with principles of good visual design, students have guidelines for planning presentations that are enjoyable and more memorable for the class to watch. By the end of this session, you will be able to explain how Pecha Kucha can help students design presentations that are engaging. You will also recognize how using principles of good visual design can raise the interest and quality of your students' work.

Lunch

**Power Center 5th Floor
Charles J. Dougherty Ballroom
11:45-12:45**

Power Center
Charles J.
Dougherty
Ballroom
12:45-1:45

Steal My Idea is a fun, non-traditional, and fast-paced session. Each presenter will have 5 minutes (and 5 minutes exactly!) to present a teaching idea. A buzzer will sound at the 5 minute mark to transition to the next presenter.

Using Flashed Face Distortion to Rethink Speaking Anxiety

Kristen Lynn Majocha, *University of Pittsburgh at Johnstown*
John Mullennix, *University of Pittsburgh at Johnstown*

Studies show that students with higher self-esteem have lowered speaking apprehension. Self-evaluation, a basic element of presentation feedback, is affected by facial attractiveness. Studies also show that people feel more attractive when they compare themselves to others whom they believe are less attractive than themselves. This perceptual alteration of judgments can allow a student to rethink their own attractiveness, thus boosting self-esteem, and allow students to have lowered speaking apprehension. We demonstrate how a novel single-class activity, the showing of a “Flashed Face Distortion Effect” video, can teach students how to reevaluate themselves and lower their speaking apprehension.

Enhanced Learning: Incorporating Retrieval Practice to Increase Student Outcomes

Amy Mattila, *Duquesne University*

Active retrieval of information has been around for centuries; however, the evidence of the benefits of this practice continues to grow. In his text, James Lang discusses the importance of the retrieval effect on knowledge. He describes the process as a “learning event” that is a simple, effective way to enhance long term, meaningful learning. In this session, a practical example of a learning event will be provided with evidence of how retrieval practice for exam preparation ultimately increased student scores.

Supporting the Testing Effect and Retrieval Practice: The Daily Question

Mary Shuttlesworth, *Mount Aloysius College*

The testing effect states that memory for information in the future is enhanced through the practice of testing that content. Memory gains may be partly explained by retrieval practice, where accessing memories in the present through testing increases their future salience (Roediger & Karpicke, 2006). For students, study strategies that promote retrieval practice lead to effective learning and retention (Karpicke & Blunt, 2011). Instructors may facilitate retrieval practice through low-stakes testing (McDaniel, Wildman & Anderson, 2012; Orr & Foster, 2013). This session will showcase how to use low-stakes testing through the Daily Question, a pedagogical technique designed to support retrieval practice.

Power Center
Charles J.
Dougherty
Ballroom
12:45-1:45

Steal My Idea is a fun, non-traditional, and fast-paced session. Each presenter will have 5 minutes (and 5 minutes exactly!) to present a teaching idea. A buzzer will sound at the 5 minute mark to transition to the next presenter.

Getting & Keeping Students' Attention in Large Classrooms: Lightning Rounds+

Steve Rizco, *Kent State University*
LeighAnn Tomaswick, *Kent State University*

This session involves getting and keeping students' attention in a large class using evidence-based multimedia assisted, highly-interactive activities. In-class active learning techniques include:

- 3-4 minute videos with a 2-question quiz built into the Learning Management System (LMS)
- Class-wide responses (opinions) with instructor prompting individuals to share reasoning via microphone
- Periodic in-class quizzes
- Lightning Rounds: topic specific discussions with partner (1-3 min)

We will briefly describe these activities, linking their implementation with learning principles (social constructivism theory & active learning) and highlighting details for the Lightning Round activity. Student evaluations of the Lightning Rounds and overall activities will also be mentioned.

Bringing Advocacy into the Classroom

Christina Frasher, *Duquesne University*

In our changing political and cultural climates, educators are faced with the conflict of allowing and supporting student voices. This session is founded on the APA's policy of advocacy but can be applied to other disciplines and their professional organizations. Additionally this presentation is informed by active learning in the classroom which allows students to make learning decisions in low stakes collaborative environments thereby enhancing their learning capacity. By allowing an opportunity for students to practice their advocacy voices in a supported and low stakes environment, educators can provide a much needed space for students and their learning experiences.

Framework Gamework

Tahirah Walker, *University of Pittsburgh*

"Framework Gamework" is about encouraging instructors to uncover knowledge frameworks for students through gamification of tried and true teaching strategies. I will showcase three examples. The first example is a gamified concept map where students use questioning to guess what goes in specified concept spaces and connector slots. The second example is a Mad Libs version of lecture notes. The third is called Big Speech BINGO wherein students use a BINGO game to provide feedback to their classmates during presentations. Gamifying these common elements of teaching can

help bridge the gaps between expert and novice understanding and increase motivation.

Fisher 554
2:00-2:45

Speaking, Singing, Moving, Learning: Infusing Body Movement into Teaching

Heather Leavy Rusiewicz, *Duquesne University*
Caron Daley, *Duquesne University*

Gesture in the classroom is natural and pervasive, though the impact of movement on learning in higher education is not often contemplated. This presentation will explore ways in which body movement may impact learning, memory, and retention of information from an embodied perspective. Emerging empirical data will be integrated with ideas for practical application in a variety of learning contexts. Namely, the visualization and production of hand gestures by learners in traditional classrooms, online education environments, and music learning settings will be discussed.

Fisher 442
2:00-2:45

Student Engagement as Effective Means to Knowledge Transfer and Retention

Gerald Zahorchak, *University of Pittsburgh at Johnstown*
Cynthia Blitz, *Rutgers University*

There is an ongoing discussion in the education field about the importance of cultivating critical thinking skills, creativity, and collaboration in learners of all ages, but a question remains on how best to achieve this. This highly-interactive session will equip participants with a range of pedagogical tools that have been proven effective in facilitating learners' engagement with and capacity to transfer information into useable knowledge, regardless of content, settings, and circumstances. Such tools are designed to facilitate the *process of learning* for all as opposed to the same learning outcomes for all. Expect to walk away energized!

Afternoon Concurrent Interactive Sessions

Fisher 721
2:00-2:45

Building a Foundation of Writing and Peer Review with Legos

Kristin Klucevsek, *Duquesne University*

Writing and peer review are essential and complementary skills for all disciplines, but many students do not have high confidence in these skills. Collaborative classroom activities can help foster individual confidence by rooting the skills in teamwork. In this interactive presentation, attendees will participate in a classroom activity that uses Legos to demonstrate the importance of writing and peer review. This activity uses group work and reflection appropriate for any class size. At the end of the session, participants will modify the activity to meet their classroom objectives, focusing on the role of peer review in the classroom.

Fisher 600
2:00-2:45

Breaking Down Barriers in Math: Thinking Beyond Content

Rachel Weir, *Allegheny College*

In recent years, there have been many calls to increase the number of STEM graduates, particularly among students from traditionally underrepresented groups. Mathematics courses are a major barrier to success and research suggests that to support a more diverse student body, mathematics educators need to embrace new approaches and move beyond the traditional lecture format. I will share examples of evidence-based changes that have the potential to benefit students of all backgrounds. The techniques will be applicable across a range of disciplines, and session participants will have the opportunity to explore the possibilities for their particular teaching context.

Fisher 625
2:00-2:45

Small Teaching Strategies for Teaching Diversity (a Big Concept)

Lindsay Onufer, *University of Pittsburgh*
Charline Rowland, *University of Pittsburgh*

A 2015 survey by the AAC&U indicates that 73% of member institutions have institution-wide learning outcomes related to diversity. While research suggests that teaching diversity results in positive effects for students (Hurtado, 2005), faculty must then devise strategies to teach challenging concepts, often in courses that have not addressed those topics before. In this session, we will model small teaching strategies which can be used to introduce ideas like bias, intersecting identities, privilege, and systems of oppression to students. While these strategies are not exhaustive, participants will leave the session with the beginnings of a diversity small teaching toolkit.

**Power Center
5th Floor
Shepperson
Suite
3:00-4:00**

Using Career-Planning Courses to Target Student Misconceptions about Professional Disciplines

Mary Shuttlesworth, *Mount Aloysius College*
Laura E. Rose, *University of Maryland*
Crystal L. Miller, *Mount Aloysius College*
Taylor Clark, *Mount Aloysius College*

Undergraduate students may feel unprepared regarding post-graduation pathways, especially in disciplines that emphasize general competencies, such as psychology (Halonen, 2011). Challenges in preparing for future careers may be compounded by erroneous beliefs students hold, including required graduate education, starting salaries, and overall job responsibilities (Rosenthal, McKnight, & Price, 2001). Career-planning courses may address these challenges by providing accurate information regarding career options, thereby better preparing students for future possibilities. This poster presents information from psychology programs at two different institutions, including:

1. Psychology students' perceptions about the profession of psychology, measured via questionnaire
2. Career-planning course content to prepare students for post-graduation plans

POSTER

Contextualizing Expertise: A Strategy for Maximizing Guest Lectures

Lauren Herckis, *Carnegie Mellon University*

Guest lecturers contribute expertise, novel perspectives, and real-world experiences. Effective use of a guest's time is important to students, instructors, and the guests themselves. In order to maximize guest lectures, prepare students ahead of time, facilitate engagement during a visit, and contextualize new knowledge and skills in the broader context of the course. Every semester, I ask guest practitioners to talk about their work. Topics range from practical applications to exploratory research, and students say they leave with a new appreciation for course material. Guest lectures are often engaging and interesting; with preparation, they can also be powerful teaching strategies.

POSTER

**Power Center
5th Floor
Shepperson
Suite
3:00-4:00**

Audience Centered Approach to Public Speaking

Paul A. Lucas, *University of Pittsburgh at Johnstown*

Diane Nicodemus, *University of Pittsburgh at Johnstown*

The purpose of our poster is to provide students with an understanding of best practices, as they approach diverse audiences and diverse listeners in their speeches. Drawing from Aristotle and Walter Fisher, we present strategies for helping students think outside of their normal parameters. Our desired outcome is to have students consider audience adaptation through a threefold process: collecting audience data, analyzing the audience, and achieving speech goals with ethical appeals. Additionally, our poster will explore how to adapt to diverse audiences through storytelling, visual aids, and supporting materials and evidence.

POSTER

Old Dogs/New Tricks . . . What's Next?

David B. Lott, *Clarion University*

Shannon Whitcomb, *Clarion University*

Post-traditional students make up a large percentage of many Anatomy and Physiology courses. However, their lack of confidence, perceived "deficiencies", and conflicting obligations affect the ways in which they study and, ultimately, learn the course material. This study attempts to fine-tune the study practices of our post-traditional students to determine which are the most effective in improving their critical thinking abilities. In doing so, we've learned how to tailor our teaching to better suit their needs and provide informed suggestions to assist future cohorts.

POSTER

Using the Online Learning Initiative to Improve Forensic Science Education

Lyndsie Ferrara, *Duquesne University*

Using the online educational environments created by the Online Learning Initiative (OLI), modules focused on improving ethical reasoning skills in forensic science were developed. OLI aims to provide better learning and instruction through a data-driven design. A problem-based learning curriculum created in an online module format engaged students in an active learning process. The data analysis tools associated with the online system allowed for detailed evaluation of student learning and provided constructive feedback for improved iterations of the modules. The level of student learning was evaluated at a macro and micro level across numerous assessments. (This project was co-sponsored by the Pittsburgh Council on Higher Education).

Power Center
5th Floor
Shepperson
Suite
3:00-4:00

Using Peer Training for Student Nurses in Neonatal Abstinence Syndrome

Jennifer Cacciotti, *University of Pittsburgh at Johnstown*
Carly Biddle, *University of Pittsburgh at Johnstown*
Ashley Herrington, *University of Pittsburgh at Johnstown*
Lindsay Farley, *University of Pittsburgh at Johnstown*
Jena Young, *University of Pittsburgh at Johnstown*
Jenna Hall, *University of Pittsburgh at Johnstown*
Amanda Lilley, *University of Pittsburgh at Johnstown*

Neonatal abstinence syndrome (NAS) is a medical condition occurring in infants from maternal drug exposure. Treatment for NAS is expensive so early identification and intervention are essential. Nurses can recognize early signs and symptoms of withdrawal in the newborn after receiving NAS training. University of Pittsburgh nursing students spend clinical time in the NICU setting with little focus on NAS assessment. Although NAS is discussed in maternal/neonatal lectures, allotted time for building NAS assessment skills has not been implemented. Therefore, the purpose of this study is to determine effective educational strategies for nursing students in caring for the NAS infant.

POSTER

Using an Online Concept Mapping Tool in Writing and Education Course

Leah Chambers, *Clarion University*
Rich Lane, *Clarion University*

This poster presentation will explore the use of Sketchboard in first-year composition and Inquiry Seminar courses as a tool to map the structure of an essay and to synthesize research. We will also discuss the use of Coggle to teach pre-service English teachers how to organize and focus lesson plans.

POSTER

Inclusive Excellence: A Student Timeline

Jonas Prida, *Point Park University*
Nelson Chipman, *Point Park University*

This poster models high-impact practices (HIPs) used at Point Park. Student actors and directors construct the visual narratives. Student editors and animators edit raw footage and provide titles. Student musicians create incidental music. Students demonstrate HIPs in various curricular and co-curricular ways: student-faculty research projects, capstone courses spanning a semester, internships, intentional cross-cultural programming. We also use freely available curriculum mapping software to show the importance of intentionality in program development and course sequencing, practices that promote inclusive excellence.

POSTER

**Power Center
5th Floor
Shepperson
Suite
3:00-4:00**

Integrated Perspectives on Teaching and Learning from a Student-Athlete Instructor-Coach

Josef DiPietrantonio, *Duquesne University*

This poster presents parallels between coaching collegiate long-distance running and instructing as a graduate teaching assistant. The principles of teaching and learning addressed are course design, student motivation, and student-teacher interaction. Analogous elements of these principles are employed in aspects of coaching, specifically, training design, athlete motivation, and athlete-coach interaction. The juxtaposition of these roles expresses how an alternative and integrated perspective can impact teaching and learning both in the classroom and on the track.

POSTER

Mastery-Based Instruction within an Adaptive Instructional Environment

Rich Simpson, *Duquesne University*

A mastery-based instructional approach was evaluated within the author's undergraduate Introduction to Artificial Intelligence course. Students who received mastery-based instruction within a module on uninformed search strategies were compared to students who completed the same module (in a previous iteration of the course) without mastery-based instruction. Students in the mastery-based instruction group performed better, on average, than students in the non-mastery-based instruction group on a quiz on the material, but the difference between groups was not statistically significant.

POSTER

Blocking the Words

Fan-Yu Lin, *Robert Morris University*

One of many challenges for teacher educators is to carefully construct pre-service training so that teacher candidates can gain meaningful experiences with sufficient scaffolding and guidance. The design of this activity includes active and cooperative learning where candidates are paired up and one will instruct the other how to build a block pattern using only predetermined words or phrases; and then they exchange roles. The struggle helps teacher candidates experience both sides of the learning, and motivates them to actively seek solutions in a safe environment.

POSTER

**Power Center
5th Floor
Shepperson
Suite
3:00-4:00**

Standardized Patient Implementation among Athletic Training Students

Sarah A. Manspeaker, *Duquesne University*

Context— Athletic training education requires a balance of didactic knowledge and hands-on clinical skill application. The use of standardized patients (SP) can provide students with opportunities to apply their knowledge as well as skills in relation to general medical conditions, while improving their confidence in evaluating non-orthopedic conditions. Objective—To present the process of development and implementation of SP implementation in a general medical course in athletic training. Additionally, preliminary findings regarding the effectiveness of this teaching method in improving student confidence in evaluating non-orthopedic conditions will be presented.

POSTER

Facilitating Connections: Low Tech to High Tech Methods for Collaboration

Amy Mattila, *Duquesne University*
Elena Donoso Brown, *Duquesne University*

In many programs across higher education, students are required to engage in group-based work to enhance critical thinking and higher-order decision making processes. Traditional methods of research and pedagogy may not meet the contemporary needs of the 21st century learner. Faculty should explore options such as social media, ClickShare software, and Flex Tech classrooms that can align evidence-based practice and current technology to engage learners.

POSTER

Ex3.P.L.O.R.E. A Lesson Plan Strategy for Transferring Skills and Making Connections

Kristin Klucevsek, *Duquesne University*

Ex3.P.L.O.R.E. is a lesson plan strategy that encourages skill transfer by asking students to explore connections. Using Ex3.P.L.O.R.E., teachers can create lesson plans that integrate previously learned material and experiences, as well as professional examples, to demonstrate objectives. As a basic lesson outline, it can be modified for different class sizes and topics, especially those that ask students to create their own examples as part of the course. Ex3.P.L.O.R.E. also emphasizes group exploration, assessments that match objectives, reflection, and peer review.

RECIPE

**Power Center
5th Floor
Shepperson
Suite
3:00-4:00**

Brain Color: Preparing & Accepting Feedback

Jennifer Lape, *Chatham University*

Being able to give and receive constructive feedback is a key element in the learning process, yet some students have difficulty processing the feedback to facilitate their learning. Using peer review can also bolster the skills of the student and peer reviewer, if structured effectively. This Recipe for Success will serve What Color is Your Brain?, a personality profile, used to help students and instructors identify their brain color, to reflect on their abilities to give and receive feedback related to their brain color, and to provide a common language when discussing performance concerns.

RECIPE

PIPELINE: A Practitioner-Advocate Community Engaged Curriculum Sampler

Yihhsing Liu, *Duquesne University*

Debra Hyatt-Burkhart, *Duquesne University*

Pipeline is a curricular fusion of traditional pedagogy and inter-professional and interdisciplinary community-engaged learning. Through partnerships with community stakeholders, students provide service and engage in learning in increasingly substantial ways throughout their program of study. Social justice and advocacy are infused throughout the curriculum via experiential activities with partner organizations. The pipeline allows for a two-way flow of skills and assets that enhance the partners within the system. By challenging traditional one course service learning and promoting a curriculum with multiple community based educational opportunities, students build relationships and prepare for the world of work as social justice partners.

RECIPE

Well Read Students

Ingrid M. Provident, *Chatham University*

This strategy encourages students to read the assigned reading ahead of time and be prepared for discussion or interactive lab assignments.

RECIPE

**Power Center
5th Floor
Shepperson
Suite
3:00-4:00**

Rubric Negotiation

Lindsay Onufer, *University of Pittsburgh*

Involving students in the rubric creation process has benefits: it helps students understand assessment, clarifies instructor expectations, increases learner autonomy, and reduces grade disputes. Unfortunately, creating a rubric with students takes a lot of class time and requires instructors to relinquish some control over their grading tools. Allowing students to negotiate for rubric revisions is a compromise which maintains the same benefits as co-creating rubrics with students while requiring minimal instructor effort and class time. Rubric negotiation is a win-win for instructors and students, and an easy, productive step toward creating a learner-centered course.

RECIPE

Using Apps to Practice Observation Skills

Michelle Criss, *Chatham University*

There are many professions (such as exercise science, education, physical and occupational therapy, psychology to name a few) that rely heavily on observation skills as a way to gather information and enhance decision-making. This recipe uses the small teaching best practice of PRACTICE and uses technology as a method to practice observation skills repeatedly as well as to progress practice from slow motion and comparison videos to real time/full speed observations. The app's features also encourage CONNECTING observations with foundational anatomy/kinesiology knowledge.

RECIPE

Utilizing Process Drama during Conflict Management Training

Theresa Delbert, *Chatham University*

Tyson Schrader, *Chatham University*

Process drama, an interactive, dialogic, transformative, teaching strategy (Heathcote & Bolton, 2010), allows students to explore, discuss, and reflect on conflicts created within a fictional, safe environment. Students take the lead in "world-building." A facilitator then introduces and moderates conflict. Via this active learning strategy, students develop conflict management skills in both the cognitive and affective domains of Bloom's Taxonomy (Rao & Stupans, 2012). The process enables students to examine multiple perspectives and generate empathy on all sides. The technique also creates space for students to develop individual thought on the conflict in parallel with larger group reflection.

RECIPE

**Posters, Recipes,
Refreshments**

**Power Center
5th Floor
Shepperson
Suite
3:00-4:00**

Remedies for Unattended Office Hours

LeighAnn Tomaswick, *Kent State University*
James Redfearn, *Kent State University*

These remedies are for anyone afflicted with less-than desired attendance for office hours; maybe no one is showing up or coming only during the week of the exam. These remedies go beyond responding to the literature related to office hours; making office hours at convenient & staggered times for students and publicizing them (Griffen, 2014). There is still a reluctance for students to come to office hours. These remedies help students feel welcome, break down the initial barrier of stepping through the doorway, keep them coming back, and provide an alternative approach to interacting with students outside the classroom.

RECIPE

Wrap-Up

**Power Center
5th Floor
Charles J.
Dougherty
Ballroom
12:45-1:45**

Final Reflections and Questions

James Lang, *Assumption College*

What are your takeaways for the day? What small changes will you put into practice to benefit student learning? During our closing session, Jim will encourage you about the key takeaways that you want to remember and implement in your courses from your symposium experience.

Thank You to Proposal Reviewers

Kristy Bishop, *Westmoreland County Community College*
Alberta Certo, *Chatham University*
Karina Chavez, *Pittsburgh Council on Higher Education*
Joyce Cirelli, *Community College of Beaver County*
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Conference Committee

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Vendor Exhibits – Barnes & Noble and West Virginia University Press
(Books will be for sale at discounted rates)

You are welcome to keep the lanyard and badges. If you prefer to return them, there is a box at the welcome table outside the Power Center Ballroom.

Founding Members of Pittsburgh Regional Faculty Collaborative

Symposium registrants will be included in a directory through which we email information for upcoming events and occasional teaching/learning tips. If you do not want your contact information included, please email cte@duq.edu with subject line “remove from regional collaborative.”