

27TH ANNUAL FORT WAYNE TEACHING AND LEARNING CONFERENCE

2024 FORT WAYNE TEACHING & LEARNING CONFERENCE



February 16, 2024

Huntington University • Indiana Tech • Ivy Tech Community College • Manchester University
Purdue University Fort Wayne • Trine University • University of Saint Francis

A Collaborative Effort of Fort Wayne Area Colleges and Universities

8:00 a.m. – Registration, Coffee and Light Breakfast: (Walb 149/150 International Ballroom)

8:30 a.m. – Welcome and Introduction of Keynote & Plenary Speakers:

Dr. Jose Bowen (Keynote)

Dr. Rebekah Benjamin (Plenary)

8:35 a.m. – Keynote Speaker

Dr. Jose Bowen – Keynote Speaker



José Antonio Bowen has been leading innovation and change for over 40 years at Stanford, Georgetown and Bowen Innovation Group L.L.C., where he does innovation, leadership and inclusion work for Toyota, AT&T, Chevron, Pfizer and other Fortune 500 companies. Bowen holds four degrees from Stanford who honored him as a “Distinguished Alumni Scholar” in 2010. His research includes over 100 scholarly articles and books, including *Teaching Naked* (winner of the Ness Award for Best Book on Higher Education in 2012) and the new *Teaching Change: How to Develop Independent Thinkers using Relationships, Resilience and Reflection* (2021). Bowen has been profiled in *The New York Times*, *Forbes*, *The Wall Street Journal* and was awarded the Ernest L. Boyer Award (for significant contributions to American higher education) in 2018. He has presented in 46 states and 17 countries. As a musician he has appeared on five continents with Stan Getz, Bobby McFerrin, Liberace, Jerry Garcia and was nominated for the Pulitzer Prize in Music. His new book, *Teaching with AI: A Practical Guide to a New Era of Human Learning*, will be published in March, 2024 (Johns Hopkins University Press).

Teaching and Thinking with A.I.

The excitement (and panic) surrounding A.I. is shattering expectations around assignments, assessment, class preparation and attendance, while challenging us to build more future-proof and inclusive classrooms. AI is changing working and thinking: as jobs and the way humans do thinking tasks change, how will our curriculum respond? AI is also changing how we think about average. If AI can produce consistent "C" work than we need to update our policies around grading. AI is even changing creativity. Together, we will examine the skills and content that will matter most in this new age, what policies and practices improve motivation and decrease cheating, and why articulation of 'quality' is essential. Focusing on the tangible, attendees will also learn techniques to transform assignments and assessments to motivate and engage students by placing greater emphasis on the process and experience of learning.

Dr. Rebekah Benjamin – Plenary Speaker



Dr. Becky Benjamin is an Associate Professor of Psychology at Huntington University and the Director of the Center for Teaching and Learning. She holds an undergraduate degree in English from Indiana Wesleyan University and both an MA and PhD in Educational Psychology from The University of Georgia. In a former life, Becky was a high school English teacher. Dr. Benjamin's current research interests center on the Scholarship of Teaching and Learning (SoTL), with a focus on student engagement and academic technology. She enjoys teaching courses in child development, research methods, introductory Psychology, and other topics that come along. An avid reader and audiobook enthusiast, she integrates her love for literature into her work, facilitating reading groups at Huntington and regularly recommending books to students and colleagues. Residing in Huntington with her husband and three daughters, Dr. Benjamin is grateful for the time she gets to spend with her family, where her kids still think she's pretty cool but a little weird.

10:00 – 10:45 AM | SESSION 1

<p>Location: Walb G08</p> <p>Session: 1-A</p>	<p>Becoming Expert Learners: Teaching Students How Learning Works</p> <p>Abstract:</p> <p>All faculty want their students to learn. As a professional developer, I work with faculty who often lament that their students aren't learning as much or as deeply as the faculty would hope. Unfortunately, every one of us has been inundated with myths and misinformation that result in ineffective learning strategies. Through advancements in neuroscience and research in cognitive psychology, these myths are being debunked, the misinformation is being corrected, and more effective learning strategies are being uncovered. By including some of these effective learning strategies in your course design, and providing scaffolded practice for your students, the learners in your course can move from being novices in your field toward becoming expert learners with the tools to more fully engage your content. In this session we will explore, model, and learn together using five research-based learning strategies that you can employ in your classroom. Each participant will leave with concrete applications and activities to start a course refresh that will lead to deeper, more lasting learning.</p> <p>Michelle Blank (Goshen College)</p>
<p>Location: Walb 222</p> <p>Session: 1-B</p>	<p>“It Became Real”: How a Community-Engaged Project Made Research Personal</p> <p>Abstract:</p> <p>This presentation will bring together two perspectives—one of teaching and the other of learning—on a community-engaged research project embedded into a first-year composition (FYC) course. The first perspective, teaching, will be presented by the professor who designed the Indiana Tech Veterans Oral History Project, the focus of which is to bring together students and military veterans in a mutually beneficial experience. The second perspective, learning, will be presented by a student who participated in the project, an experience that impacted her development as a researcher, writer, and student in deeply personal ways. The purpose of this session, then, is to evolve and complicate our understanding of community-engaged projects based on how students experience them. Participants will have the opportunity to brainstorm and/or reflect on community-engaged projects of their own, including assessing the needs of community partners, identifying resources and support on their home campus, and reflecting on learning outcomes.</p> <p>Dr. Carrie Rodesiler (Indiana Tech) Alex Nichols (Indiana Tech)</p>

<p>Location: Walb 226</p> <p>Session: 1-C</p>	<p>Promoting Technology Acceptance of AI Innovations through Professional Development and Policy Alignment</p> <p>Abstract:</p> <p>This interactive session shares the application of the Technology Acceptance Model (TAM) to innovative AI technologies, such as ChatGPT, in higher education. Examples of research-based professional development modules and policies are provided. Participants partake in active discussions on the transferability of policy concepts and professional development strategies to their institutional contexts.</p> <p>Dr. Abigail Dutcher (University of Saint Francis)</p>
<p>Location: Walb G21</p> <p>Session: 1-D</p>	<p>It's Okay to Say No: The Benefits of Limiting Commitments and Wording Your 'No' Effectively</p> <p>Abstract:</p> <p>Overcommitted and tired? Can't seem to say the word 'no', even when you should? No time for others or yourself? If so, please join me in learning the joys of saying 'No'. This presentation will focus on the physical, mental and opportunistic costs of saying 'yes', and how it can affect you, your colleagues, and your students. Specific topics to be covered include: the negatives impacts of 'yes' and FOMO, recognizing when to say no (context and situational), using the RRUPP method for establishing your 'no' (and setting your boundaries for future interactions). We will also address powerless language and how to avoid it, and wording constructive and affirming 'no' messages for a variety of academic /work situations.</p> <p>Angel Moschel (Ivy Tech Community College)</p>

<p>Location: Walb 114</p> <p>Session: 1-E</p>	<p>Using Art and Project-Based Approaches to ‘Draw’ Theoretical Ideals in the College Classroom</p> <p>Abstract:</p> <p>Participants will learn ways to connect art and project-based approaches to an understanding of theoretical concepts in college teaching. This session will focus on teaching theory through using art and hands-on methods to engage students in content related to educational theory. The presentation will provide artifacts from my college teaching. These examples included photos of art and written responses from student work which highlight the connection between art and theory that students have made related to their coursework. After a discussion on the usefulness of this approach in the classroom, participants will engage in hands-on learning by creating their own drawing connected to education theory. In groups, participants will use the Phenomenological Variant of Ecological Systems Theory (PVEST) model on risk and resiliency, and draw a picture of a resilient child based on the theoretical model. In conclusion, I will ask faculty for feedback and reflection on this activity.</p> <p>Dr. Julia Smith (Purdue Fort Wayne)</p>
<p>Location: Classic Ballroom</p> <p>Session: 1-F</p>	<p>Interactive Narratives in Education: A Round-Table on Story-Based Learning (Roundtable)</p> <p>Abstract:</p> <p>In this roundtable, students will be briefly introduced to a new pedagogy grounded in Story-Based Pedagogy (SBP). Then, we concentrate on the real-world application of Story-Based Pedagogy within participants' existing courses. This interactive forum is dedicated to sharing insights and collaboratively exploring the feasibility of integrating SBP into various educational contexts. Participants are encouraged to share detailed information about a specific course they teach, to serve as a case study for integration. We will facilitate discussions around how SBP can enhance their curriculum, focusing on the creation of engaging narrative elements that support course objectives and learning outcomes. The session will provide a space for educators to analyze the structure and content of their chosen course, identify potential narrative pathways, and brainstorm on the transformative impact these could have on student engagement and learning. By sharing experiences and strategies, participants will explore opportunities for SBP application, anticipate possible challenges, and formulate solutions to bridge existing gaps. Our goal is to ensure that by the end of our dialogue, each participant can reflect in which ways their course is tailored to incorporate new pedagogies. This roundtable is ideal for educators seeking innovative approaches to inspire their students.</p> <p>Dr. Claudio Freitas (Purdue Fort Wayne)</p>

Location: Classic Ballroom	What Does It Mean to Be Data Literate: A Discussion on Data Literacy as a Core Post-Secondary Education Requirement (Roundtable)
Session: 1-G	<p>Abstract:</p> <p>Organizations are collecting enormous amounts of data. It is estimated that 328.77 million terabytes (1012 bytes) are being collected each day (Duarte, 2023). Organizations need to leverage their data to make data-driven decisions. This implies that employees need data skills to understand the expectations of their employers and how to use the vast amount of information that is being generated (Gartner Research Group, 2023). The skills gap in data literacy education is a core cause. Institutions of higher learning are working hard to close the skills gap, yet there is much work to do to prepare students for the data-driven workforce. The U.S. Senate wrote to the National Science Foundation (NSF) stating our basic skills of reading, writing, and arithmetic are essential. Data literacy is just as vital for our citizens. Employers are urgently looking for employees with data skills (Blumenthal, et al., 2021). This round table discussion is a step towards building an educational community to prepare students for data literate employment expectations.</p> <p>Patricia Tanner (Indiana Tech) Eve-Lynn Clarke (Indiana Tech)</p>

11:00 – 11:45 AM | SESSION 2

<p>Location: Walb G21</p> <p>Session: 2-A</p>	<p>It Is More Than Just Autism Spectrum Disorder: Recognizing the Multiple Mental Health Challenges College Students with Invisible Disabilities Face and Developing Effective Strategies for Teaching and Assessing Them</p> <p>Abstract:</p> <p>While many in higher education recognize that the number of students with certain invisible disabilities like Autism Spectrum and Learning Disorders are attending college, research findings over the past two decades suggest that the number of students with other psychological problems are also coming to college but often are not retained or do not persist in their academic endeavors and consequently are less likely to complete their college education (Belch, 2011; Maxwell, 2014; Snyder & Dillow, 2010 in O’Shea and Kaplan, 2018). This is occurring despite accommodations that are developed by university-based disability service offices. But the accommodations do not necessarily change the way the college instructor teaches or assesses their students especially those who have invisible disabilities. Providing extended time on exams and a quiet space for the student to take an exam away from their peers may not be sufficient interventions to help students with invisible disabilities thrive and succeed in post-secondary educational environments like ours. Consequently, this proposal seeks to provide an interdisciplinary team of college professors an opportunity to explore and master the literature on effective strategies for teaching and assessing students with invisible disabilities to help transform our classrooms into learning environments that maximize the success of all students including those who have psychological challenges that otherwise interfere with their ability to thrive in a post-secondary classroom. So, in addition to our goal of helping to retain and increase the persistence of students with invisible disabilities, we also want to improve the quality of the academic education provided to these and all other students which then allows us to also increase the rigor of the assessments we use to determine students’ mastery of the course material. Additionally, the research on the topic of teaching and assessing students with invisible disabilities suggest that academic faculty need to be more proactive in engaging these students so that the student’s success is not only dependent on the accommodations they receive from the office of disability services but also that the instructor is providing a transformed classroom environment that fosters the success of these students while also maintaining the interest and success of all other students in the classroom.</p> <p>Dr. Justin Boyce (Indiana Tech) Jerome Heaven (Indiana Tech) Lisa Brown (Indiana Tech) Jack Phlipot (Indiana Tech) Beth Robinson (Indiana Tech)</p>
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<p>Location: Walb 222</p> <p>Session: 2-B</p>	<p>Increasing Retention of First-Year Science Majors – With a Focus on First-Generation and Underrepresented Minority Students</p> <p>Abstract:</p> <p>Like many non-selective small colleges and universities, the University of Saint Francis has seen a decline in science major enrollment and greater attrition rates in the past three years. USF’s Foundations of Biology course has declined from a mean of 66 students to a mean of 47 students. Attrition during the fall semester of BIOL 130 has averaged approximately one-third of the beginning class size. The USF incoming class of Fall 2022 was 31% FG students and 34% URM students, which are sizable student populations for the university and high risk for attrition. In an instructor role, I do not have a great influence on the initial enrollment of incoming first-year students, but I do have an impactful role in the retention of first-year students through their first semester of college. In this session, I will share the results of a recent study I conducted aimed at identifying factors contributing to the retention or withdrawal of first-year science majors at USF. I will also share evidence-based changes that I have made to the Foundations of Biology course at USF to increase retention. Participants will have an opportunity to share strategies for the retention of first-year students with a focus on FG and URM populations.</p> <p>Nicole Nelson (University of Saint Francis)</p>
<p>Location: Walb 226</p> <p>Session: 2-C</p>	<p>Genes in the Game: Tailoring Education for Personalized Learning</p> <p>Abstract:</p> <p>Constructivist Theory states that one’s learning builds on previous knowledge, ideas, and experiences, making it a highly personal process (Mascolo & Fischer, 2005). This presentation delves into one graduate Pharmacogenomics program’s efforts in integrating active learning in their curriculum by increasing a student’s investment in learning by providing them with individualized DNA genotyping reports to be used in classes. Pharmacogenomics is the study of how one’s genes affect their response to medications. Integrating genotyping reports allows for students to take ownership of their learning in context of their DNA results. This session will present the types of constructivism and examples on how these results are integrated with case studies, group discussions, and hands-on experiences to transform the learning process. The session attendees will explore and discuss ways to incorporate active learning strategies to enhance student learning such as reciprocal teaching, problem-based learning, think-pair-share, and jigsaw discussions.</p> <p>Ann Savariar (Manchester University)</p>

<p>Location: Walb G08</p> <p>Session: 2-D</p>	<p>Reflection and Elaboration: Evidence-Based Strategies for Effective Learning</p> <p>Abstract:</p> <p>Join us for an interactive session exploring the power of reflection and elaboration in teaching and learning. In this session, we will examine the significance of reflection and elaboration in traditional seated classrooms and online courses. We will also discuss practical strategies for incorporating reflection and elaboration into classroom activities, homework assignments, and testing, creating a dynamic learning environment that fosters more profound understanding, critical thinking, and improved student outcomes. Whether you're an experienced educator or relatively new, this session offers valuable insights and actionable ideas to enhance your teaching practice. Come prepared to engage in discussions, share experiences, and leave with techniques to elevate your teaching.</p> <p>Dr. Jeremy Rentz (Trine University)</p>
<p>Location: Walb 114</p> <p>Session: 2-E</p>	<p>A Journey we Take Together: Implementing Interpersonal Communication in Classrooms Across Disciplines</p> <p>Abstract:</p> <p>Developing skills in interpersonal communication is important across many fields of discipline but is not a required course for most majors. It is often true that when students understand who they are and how they function in the world, they are able not only to communicate more effectively, but to listen and process information more productively. For this reason, courses outside of the field of communication benefit from implementing mini lessons that allow them to connect more effectively with peers, professors, and professionals within the field. This interactive session is geared toward guiding instructors within a variety of disciplines toward implementing lessons that will help them connect students not only to each other, but also to relevant course content. Learning is a journey, and embarking on the journey with students is often an effective way of increasing engagement and buy-in, so this session will include a focus on ways in which instructors can also improve their own interpersonal communication skills. Attendees can expect to participate in a lesson-generating activity and will leave with 2-3 tactics for fostering intercultural communication in the classroom.</p> <p>Dr. Brandy Depriest (Trine University)</p>

Location: Classic Ballroom	Incorporating community-based experiential learning into course curriculum (Roundtable)
Session: 2-F	<p>Abstract:</p> <p>Pedagogy research indicates that students in classes with active learning are 1.5 times less likely to fail than students in classes with traditional lecturing (Freeman et al., 2014). Additionally, experiential learning activities have been found to increase student test scores, attendance, and engagement. For students, these learning opportunities provide valuable hands-on application that students cannot gain from traditional classroom activities. However, many college instructors have not incorporated community based experiential learning into their course curriculum. Northeast Indiana has numerous organizations that could be partnered with by colleges and universities to provide students with hands on learning opportunities. Further, these community-based experiences expose students to potential employers after graduation. This round table discussion will allow participants to discuss examples of experiential learning they've implemented, ideas on how to integrate the learning experiences into assessment pieces, and to brainstorm partnership ideas within the Fort Wayne and surrounding area.</p> <p>Reference: Freeman, S., Eddy, S.L., McDonough, M., Smith, M.K., Okorafor, N., Jordt, H., and Wenderoth, M.P., (2014). Active learning increases student performance in science, engineering, and mathematics. <i>Proceedings of the National Academy of Sciences (PNAS)</i>, 111 (23), 8410-8415.</p> <p>Dr. Carly Bennett (Indiana University Fort Wayne)</p>

<p>Location: Classic Ballroom</p> <p>Session: 2-G</p>	<p>Is it Purely Academic? The Problem and Point of Teaching Academic Style (Roundtable)</p> <p>Abstract:</p> <p>It's in the textbooks we assign, the scholarly articles we want students to read, and the essays we expect them to write. Genre theory tells us it's part of our academic identity. But in the fields of study, we want them to understand and write about, many students get lost in the weeds of genre features that for them amount to boring and frustrating dos and don'ts. They plod through textbooks that don't engage them, struggle with articles not written for them, and stumble through rules of writing they don't see in the "real world." As a WPA I regularly see in textbooks, syllabi, assignments, and online guidance a fixation on stylistic features I think we should question. Why is strict adherence to a particular citation format so important? Why should we not use contractions? Why assign an essay format that ChatGPT could write? Even if some of us practice and allow a more relaxed style, the 12-point Times-New-Roman mentality persists. I want to spur vigorous discussion of what's important about academic style, what would happen if we broke rules, and what we really want students to learn about writing in academia.</p> <p>Deb Huffman (Purdue Fort Wayne)</p>
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<p>11:45 – 12:30 PM LUNCH BREAK</p>
<p>12:30 – 1:15 PM PLENARY SESSION Dr. Rebekah (Becky) Benjamin</p>

1:30 – 2:15 PM | SESSION 3

<p>Location: Walb G08</p> <p>Session: 3-A</p>	<p>Do Interactive Learning Strategies Engage Students? An Escape Room Challenge</p> <p>Abstract:</p> <p>Active learning approaches enhance satisfaction and foster effective learning. Students develop deeper learning in a non-threatening environment, promoting participation and information retention (McEnroe-Pettite Farris, 2019). This presentation provides educators with a better understanding of manageable strategies to attain learning objectives in engaging ways. Educators will learn to incorporate interactive activities that promote collaboration while developing critical thinking skills. Students can build on knowledge and develop skills in communication, collaboration, and critical thinking.</p> <p>Nursing students participated in an Escape Room activity to review concepts taught throughout the semester. Instructors provided a pre-activity brief to explain the rules. Students watched a video describing the scenario of a deadly viral outbreak for which the students must find the “cure”. Students completed various activities to unlock lockboxes and collect puzzle pieces, after which, the final location of the “cure” was provided. Instructors held a debriefing to discuss the activity and reinforce learning. Students felt engaged and enjoyed the competition aspect.</p> <p>Current studies on using active learning activities suggest that more active learning activities should be integrated into the curriculum. Escape rooms require teamwork, communication, and critical thinking. The use of an escape room has been shown to contribute to students’ learning, collaboration, and ability to delegate tasks (Adams et al, 2018).</p> <p>Dr. Tara Grier (Indiana University Fort Wayne) Dr. Kristin Bassett (Indiana University Fort Wayne)</p>
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Location: Walb 222	Navigating Global Issues: An Interactive Approach to Assessing General Education Outcomes
Session: 3-B	<p>Abstract:</p> <p>General Education is pivotal in equipping students with a diverse skill set and a global perspective in the rapidly evolving educational landscape. This presentation introduces an innovative approach to assessing General Education outcomes through an interactive, online Global Issues Seminar Class. Our model integrates interdisciplinary learning with critical global challenges, fostering an environment where students actively engage with complex, real-world issues.</p> <p>We will explore how this synchronous but collaborative course is a dynamic platform for assessing key General Education outcomes, including communication, analysis, and leadership. The presentation will highlight interactive methodologies such as educational technology, online engagement, and group work to encourage students to apply interdisciplinary knowledge and collaborative problem-solving skills.</p> <p>Through a blend of theoretical insights and practical examples, attendees will understand how to implement and assess such a seminar in their curricula. The session promises to be an interactive experience, inviting participants to engage in mini-workshops and discussions, mirroring the seminar's collaborative approach.</p> <p>This presentation is particularly relevant for educators and administrators seeking innovative strategies to enhance General Education assessment and to cultivate globally aware and socially responsible students. By the end of the session, participants will be equipped with practical tools and insights to adapt and implement this model in their educational settings, ultimately enriching the General Education experience for their students.</p> <p>Courtney Shull (Indiana Tech)</p>

<p>Location: Walb 226</p> <p>Session: 3-C</p>	<p>Online Course Translation 101</p> <p>Abstract:</p> <p>This session will begin with an overview of what is involved in and best practices for translating a face-to-face course to one offered online. Workshop participants will be asked to bring a device and have a course they would like to convert. Participants will be provided with course translation worksheets to use during the workshop. After a discussion on chunking, participants will be asked to segment their course by week, topic, or exam chunks of content and ensure that course outcomes are appropriately covered in the online modality. With a course timeline developed, we will look at ways to deliver this content, including short, accessible videos and links to textbooks and articles to prevent copyright violations. Participants will then add specific content information to their course outline. In the online environment, students need to have required engagement with the content so that they have the opportunity to practice and learn prior to an assessment. We will look at a variety of ways students can engage with the content, including discussion boards, multiple-attempt quizzes, cases, recitation recordings, and the like. Participants will complete a think-pair-share to develop some activities that they would like to include in their courses.</p> <p>Sara Trovinger (Manchester University) Melissa Bray (Manchester University)</p>
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<p>Location: Walb G21</p> <p>Session: 3-D</p>	<p>Assessment of Course Vulnerability to ChatGPT Based Cheating</p> <p>Abstract:</p> <p>In November 2022, the artificial intelligence called Chat Generative Pre-trained Transformer (ChatGPT) was made available to the public. Its release has raised concerns from educators due to its prowess at answering multiple choice questions, solving problems, and writing human-like text and essays. Since it is available for free through a web interface, it is an effective tool for students to use for cheating on their coursework. However, there is substantial variation in how susceptible assignments and courses are to this form of cheating. This presentation first introduces an index developed in a recent paper (Adilov et al. 2023) to measure the vulnerability of a course to ChatGPT based cheating. Next, the vulnerability index is calculated for several courses within the Doermer School of Business at Purdue University Fort Wayne to demonstrate variation across courses and modalities. Finally, participants are encouraged to bring their own syllabi, and will be guided through a calculation of the index to assess the vulnerability of their own courses.</p> <p>Reference:</p> <p>Adilov, Nodir, et al. "ChatGPT and the course vulnerability index." <i>Journal of Education for Business</i> (2023): 1-8.</p> <p>Dr. Jeffrey Cline (Purdue Fort Wayne)</p>
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<p>Location: Walb 114</p> <p>Session: 3-E</p>	<p>Collaborative Experiential Learning: Understanding and Application</p> <p>Abstract:</p> <p>Evidence, both tangible and theoretical, points to the success of learning through experiences. In this session we will discuss the principles of collaborative experiential learning and - more importantly - provide room to explore application. Tailored for college educators, administrators, and staff, this interactive session unveils the dynamic potential of collaborative learning experiences to enhance critical thinking, problem-solving, and interpersonal skills among students. Through discussions, case studies, and hands-on activities, participants will gain practical insights into integrating project-based assignments, team-based assessments, and immersive learning environments. Real-world examples will illustrate successful implementations across diverse disciplines. Goshen College has already effectively realized the Merry Lea Environmental Learning Center, a variety of international Study-Service Terms, and is now working toward the foundation of a Living-Learning Community in a continued series of Collaborative Experiential Learning endeavors- providing a variety of examples upon which to build. Addressing challenges head-on, this session offers effective solutions and best practices to seamlessly incorporate collaborative experiential learning into existing curricula both inside and outside of the traditional classroom.</p> <p>Jordan Blank (Goshen College) Michelle Blank (Goshen College)</p>
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<p>Location: Classic Ballroom</p> <p>Session: 3-F</p>	<p>Humans in their Environment: Building Experiences for Connection and Hope-filled Learning (Roundtable)</p> <p>Abstract:</p> <p>Our world is becoming increasingly indoor and isolated. However, spending time outdoors and in natural settings is beneficial for human mental and physical health. How can we bring experiences in our nearby ecosystems to students? Through the design of a sustainability semester, undergraduate students from any discipline can become immersed in the natural world through key scaffolded experiences that are drawn upon throughout the semester. For example, an 8-day canoe trip from the headwaters to Lake Michigan builds student connections and grit and enhances their learning about freshwater resources. Additionally, raising two breeds of day old chicks side by side to slaughter and crafting a farm to table appreciation meal, highlights the realities of being part of a food system and gives a tangible opportunity for gratitude. Tending these human-natural work relationships can strengthen students' future work and reduce the climate anxiety and hopelessness many feel about the world today.</p> <p>Ruth Mischler (Goshen College) Dr. Luke Kreider (Goshen College) Dr. John Mischler (Goshen College) Dr. Jonathon Schramm (Goshen College)</p>
<p>Location: Classic Ballroom</p> <p>Session: 3-G</p>	<p>AI Assignment and Assessments (Roundtable)</p> <p>Abstract:</p> <p>All assignments are now AI Assignments. In the same way that the ease of finding information on the internet forced faculty to rethink what homework students did and how we wanted them to do it, we will all need an AI strategy for assignments and assessment.</p> <p>We will consider both potential strategies: making your assignments AI-Resistant or AI-Inclusive. Since most work will soon be AI-assisted work, we can help prepare students for the jobs of the future with assignments that require or suggest that students use AI to assist in completing them. Through a wide diversity of examples, we will also we how we can reduce cheating and raise standards.</p> <p><i>--Bring a device and some assignments or assessment you want to revise.</i></p> <p>Dr. Jose Bowen</p>