Keynote Session (8:45am - 10:15am)

Session Title & Presenter(s)	Session Description
(K) Using Cognitive Science to Optimize Learning *Cindy Nebel; master of ceremonies Kevin Randall*	Cognitive psychologists over the last century have identified six key strategies that promote learning in many situations, and this research can inform classroom learning. However, the research is not always translated into practice. During the talk, Dr. Nebel will describe the way in which cognitive research spans the laboratory to the classroom, and will discuss 6 key learning strategies that have been identified as particularly effective at improving student learning. Examples of how evidence-based learning strategies can be utilized in the classroom will be presented, as well as resources instructors can utilize to continue to learn more about evidence-based strategies in the future.

Session A (10:30am - 11:20am) Please choose ONE of the following:

Session Title & Presenter(s)	Session Description
(A1) Health Law and Your Syllabi: Protecting Students and Protecting Yourself *Christine Cardinal*	Tired of reviewing the same boiler plate information on your syllabus with students? Make your syllabi explanations more meaningful & get answers to the following questions: Can a student really bring a miniature horse to class & why would they want to? Can people on campus conceal and carry even if they've never had shooting range instruction? Can I really go to jail for failing to report that a student is repeatedly texting another student lewd memes? At the end of the session, you will be able to answer these questions and explain to future students exactly why these questions and answers are important; you will also gain a better understanding of the state and federal laws that govern these issues.
(A2) Exploring Blended Instructional Practices to Enhance Student Learning Outcomes *Danhong Chen & Renji Zhou*	Blended learning is the thoughtful integration of classroom face-to-face learning environments with online learning experiences. It combines the advantages of traditional and online instructions. Due to the COVID-19 outbreak in March 2020, most universities converted classes to remote delivery after the spring break. This created a unique opportunity for instructors to enhance their literacy in online instructional technologies. With lessons learned from this comparison, we will review existing evidence for the best practices of using web-based tools in the traditional classroom. Interweaving online tools with traditional face-to-face instructions would enrich students' learning environment by providing interactive and community-building experiences.
(A3) Accessible Course Materials 101: What You Need to Know to Ensure Equal Digital Access *Morgan Lutz, Thomas Sosebee, & Ray Scheel*	As universities become increasingly diverse, it is important to consider the details of course design that may present barriers to a wide range of users. Digital accessibility involves the creation and maintenance of websites, mobile applications, electronic documents, and instructional media that can be readily navigated and understood by students of all learning styles, including those with disabilities. This session will discuss Universal Design (UD) in Learning as a paradigm and the application of those principles to courses. We will demonstrate the difference between accessible and inaccessible materials, discuss common pitfalls of creating accessible content, and provide information to instructors to assist with creating or repairing course materials.
(A4) Anatomy of an Article: Active and Reflecting Learning in Your Instruction Space *Diana Kim & Stacy Johnson*	This session will discuss and demonstrate a group of problem-based learning and reflective instruction activity, Anatomy of a Research Article, designed to help undergraduates recognize the different sections of a scholarly research article. Learners participate in a simple group activity called "Who Done It" and are then asked to reflect on what they have learned. They are able to see first-hand how the scholarly process of creating information works through the lens of investigating scholarly research articles' section creation process and structure.

Session Title & Presenter(s)	Session Description
(A5) Scaffolding using Templates *Benjamin Mitchell-Yellin*	This presentation will explore the use of writing templates throughout the term in order to facilitate achievement of learning objectives in a Writing Enhanced course. Several sample templates from past semesters will be distributed, along with a short presentation outlining how they were used in service of the course learning objectives and to scaffold major writing assignments. There will also be discussion of relevant pedagogical advantages of this approach to reading and writing instruction. The rest of the time will be devoted to workshopping ideas for developing templates appropriate to participants' courses.

Session B/Lightning Session (11:30am - 11:50am) Please choose ONE of the following:

Session Title & Presenter(s)	Session Description
(B1) Spontaneous Applause: First-Year Outcomes of the OER Course Redesign Grant at SHSU *Erin Owens*	In Spring 2019, 11 faculty were awarded OER Course Redesign Grants and set out, in close partnership with a librarian and an instructional designer, to redevelop a course using zero-cost materials. These courses began relaunching in Fall 2019, and the success has been clear. This lightening talk will discuss cost savings, final course grades, drop rates, and faculty and student testimonials from this initiative. It may even inspire more faculty to consider exploring open educational resources.
(B2) Ramps into Research: Strengthening Learning in Research Courses *David Thompson, Tarek Trad, & Mila Wagner*	Undergraduate research has been linked to post-secondary success and graduate school success and have been found to aid with student retention in the STEM disciplines. A key constraint in research mentoring and teaching is faculty time. With the goal of reducing faculty time spent on basic training, while improving student learning in research courses, we will present the progress of a pilot project aimed at developing reusable active-learning modules for shared chemistry research instruments. The modules are housed in Blackboard. They contain initial training materials, simple experiments designed to get students on the instruments the first time, examples of the type of data, formative assessments, and cumulative assessments. Our vision is to gradually build a community of interested faculty who collaborate in the use and ongoing development of shared training resources.
(B3) Minimize Your Slides to Maximize Your Message *Katherine Hubbard*	You may have heard of "death by Power Point" and might even know you're doing it, but how do you change it? Making major changes to your Power Point lectures can seem overwhelming but this lighting session will demonstrate what it means to minimize your slide and how it can maximize your message when teaching. You will learn quick and easy tips for turning wordy slides into more meaningful presentations.
(B4) Outcomes of Great Teaching Retreat *Faruk Yildiz & Melody Rich*	Dr. Melody Rich and Dr. Faruk Yildiz attended the Great Teachers Retreat held at Red Cliffs Lodge in Moab, Utah. There were over 50 faculty participants from all over the U.S. who shared their insights and teaching strategies. Following the model of the retreat, those who participate in this session will be asked to share their success stories on how to engage and motivate students. Everyone will share useful teaching tools and ways to avoid burn-out.
(B5) Challenging Introductory Writers: Scaffolding Discipline-Specific-X-2 Research Papers for First-Year Learners *Nadia Arensdorf*	Discipline-Specific-X-2 research incorporates the future careers of first-year learners and the academic disciplines of their professors. By challenging students with professional writing tasks such as abstracts, proposals, annotated bibliographies, posters, or conference presentations, professors can incrementally teach students their own academic content while encouraging students to delve into their own majors. In this lightning round session, audience members will consider a sample course design incorporating four scaffolded writing tasks with which students are challenged to become familiar with problems and solutions in their own disciplines, providing one example of this method of integrating both students' and professors' disciplines.

Session Title & Presenter(s)	Session Description
(B6) SHSU Common Reader Program: American Like Me - My Identity is my Superpower, not an Obstacle *Kay Angrove*	Ferrera speaks of many experiences that shaped her identity and her success. Life experiences that she has turned into her "superpower" of marketable skills. This session introduces a short meaningful curriculum idea to examine identity and build community within your classroom using this year's SHSU Common Reader, American Like Me: Reflections on Life Between Cultures, a collection of essays from first generation Americans edited by America Ferrera. (Free copies of the book available.)

Session C (1:00pm - 1:50pm) Please choose ONE of the following:

Session Title & Presenter(s)	Session Description
(C1) A Hands-on Workshop for Retrieval Practice *Cindy Nebel*	Retrieval practice is a strategy for effective learning in which students bring to mind and use learned information. However, retrieval practice can be done in ways that are more or less effective. In this hands-on workshop, participants will engage in retrieval practice activities while learning more about the cognitive mechanisms that support their use in the classroom.
(C2) Incorporating Learner-Centered Syllabi Components *Kevin Randall*	As a result of attending this session participants will be able to: (1) identify recent literature addressing syllabus construction and concepts related to the learner-centered syllabus; (2) state key components required by Sam Houston State University for syllabi; (3) list important facets of a learner-centered syllabus; and (4) begin designing components to incorporate into their own syllabi.
(C3) Tech in the Classroom to Foster Learning: from Polling to Pinterest *Katherine Hubbard*	Interactive classrooms and engaging assignments can help student learn. Figuring out how to implement technology in the classroom isn't always intuitive and there are many options. This session will cover a handful of technology options for engaging classrooms including in-class technology like polling, Google slides, Google forms, Twitter, Kahoot, and game devices, and out-of-class options like using Pinterest, Padlet, Instagram, and video conferencing.
(C4) Engaging Classrooms Overview *Brandy Doleshal & Li-Jen Lester*	The Engaging Classrooms project strives to support faculty in their creation and implementation of active learning techniques. The project includes a variety of supports and opportunities for all faculty, regardless of previous use of active learning. In this session, we will give an overview of each of the current Engaging Classrooms programs, present data that indicates the effectiveness of the programs and help participants decide which programs would be a good fit for them.
(C5) Achieving Productive Online Learning Through Project-Oriented, Self-Reflective Activities *Enrique Mallen*	This session will include various activities to achieve productive online learning. This session will be project-oriented, rather than lecture-oriented, and students will be given assignments that not only involve creative activities, but also self-reflective undertakings. We will be asking questions such as "Where do artists find inspiration?" (for which students will experiment with ways to use line, shape, and color to draw and express physical features and personality); or "how is an artist like a magician?" (where students will explore the meanings and ideas of perspective, deconstruction, construction, and transformation as they study, sketch, and write about an object from different perspectives). Finally, we will analyze how art is just another way of keeping a diary. Students will be asked to write an alter ego journal to describe a second persona within themselves, to try to place themselves in Picasso's work and try to understand why he used different modes of expression and so many different styles throughout his life.

Session D (2:00pm - 2:50pm) Please choose ONE of the following:

Session Title & Presenter(s)	Session Description
(D1) A Pragmatic Approach to Increasing Student Success and Teacher Satisfaction *Emma Bullock*	This presentation will share a pragmatic approach (with a detailed sample syllabus, grading rubrics, and sample student work) for grading using a growth mindset lens with evidence of impacts on student learning, anxiety and course completion and teacher satisfaction. Carol Dweck said, "When [teachers and students] change to a growth mindset, they change from a judge-and-be-judged framework to a learn-and-help-learn framework. Their commitment is to growth, and growth takes plenty of time, effort and mutual support." (Dweck, 2008, p. 144). However, with the limits of a semester; how does a teacher who wants to support growth mindset in their students pragmatically achieve Dweck's vision. This session will explore examples of assessment practices, activities, and syllabi that will increase student learning, diminish student anxiety, increase course completion, and have you enjoying your teaching more than ever (Griffin et al., 2013; Masters, 2013).
(D2) Moving Academic Community Engagement (ACE) Online: Challenges and Surprising Possibilities *Joyce McCauley, Lee Miller, & Taylor Morrison*	When COVID-19 obligated us to move all of our courses online mid-semester, we all faced multiple challenges. How to translate our best teaching techniques to the virtual classroom? How to manage a Zoom meeting? How to distill lectures to brief, but content-heavy videos? For many, it seemed overwhelming. For those of us teaching ACE courses, the transition posed additional challenges. How will my students finish their ACE project with the local non-profit? How will this work with the community convert to an equally powerful project that can be done online? In this session we will discuss the variety of ways Engaged Scholars worked with their community partners to modify ACE projects in light of social distancing and stay-at-home mandates. You will be surprised at the creativity and innovative ideas of your colleagues across disciplines and how ACE courses offer a human connection in online teaching and learning. We will also spend time hearing from participants—what they did and/or what they might do in the future. Please come join us for this new look at ACE online.
(D3) Analyzing Student Presentation Reflections *Danica Schieber, Ashly Smith, & Traci Austin*	The Association to Advance Collegiate Schools of Business (AACSB) lists as one of the key general skill areas for business graduates the ability to effectively communicate orally and in writing (AACSB International, 2018, p. 35). However, in spite of this, much current research has shown that many young professionals still do not have the speaking and presentation skills employers expect of them (e.g., Chan, 2011). In a previous study analyzing students' peer- and self-reflections after watching video recordings of their presentations, students identified areas where they could improve. One of the most common threads throughout the responses was that of confidence, or a lack thereof. Again, the language used to describe this phenomenon was very limited; while students seem to be able to recognize confidence, in no case did they specify what they meant when they used that term. The authors developed an activity for students, so they could begin to define confidence for themselves.
(D4) Misinformation in the Disciplines *Heather Adair & Ashley Crane*	True or false? Real or fake? How does a person sift through the abundance of information they encounter to decide if it is credible, reliable, and relevant to the discipline? In this session, presenters will use engaging instruction and active learning strategies to explore misinformation. Participants will learn what misinformation is, what it could look like in multiple disciplines, and how to integrate information evaluation skills into coursework. Presenters will lead participants though a multi-modal exploration activity that will lead to a collaborative analysis of information sources and collection of information evaluation tools and mini-lessons to integrate into their own courses.

Session Title & Presenter(s)	Session Description
(D5) Engaging Classrooms – QEP Assessment Findings *Li-Jen Lester*	Engaging Classroom QEP is a five-year project to promote and evaluate active learning pedagogy across campus at Sam Houston State University. This project was initiated in Fall 2019. The baseline data for Fall 2019 and Spring 2020 was collected to analyze how active learning practices has been implemented in our traditional face-to-face teaching environment, including general courses and selected core courses from English, History, Mathematics, Chemistry, Accounting, and Physics. The classroom observation recording was offered to the faculty by using a Teaching Dimension Observation Protocols (TDOP) to code the actual active learning practices. A pre/post faculty Exposure, Persuasion, Identification, Commitment (EPIC) survey, pre/post student EPIC and Motivated Strategies for Learning Questionnaire (MSLQ) were also used for a comparison study among three groups of faculty: No-training in active learning, Engaging Exploration who completed a one-week summer training, and ACUE fellows who completed a one-year program. The analysis showed that active learning practices and students' critical thinking skills are correlated to promote students' learning from a total of 20 courses with an approximate 60 hours of classroom observation. Overall, from both faculty and students, active learning practice was expected to be utilized or explored more in their classrooms.

Closing Session (3:00pm - 3:50pm)

Session Title & Presenter(s)	Session Description
(E) Live Q&A Session *Cindy Nebel*	Wrap-up for the conference. Attend for a chance to interact with our keynote speaker on topics from her presentations or other topics covered in her publications and podcasts.