Enhancing Teaching and Learning...
An Act of Service

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2019 KCPDC ETL Conference

Cleveland University - Kansas City

Saturday, March 2, 2019

Presented by:
Kansas City Professional
Development Council
www.kcpdc.org

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Conference Schedule

Time	Event
8:00a.m.	Registration & Continental Breakfast (Main Conference Room)
8:45a.m.	Introductions & Instructions
9:00-9:50a.m.	Session 1 Concurrent Presentations
10:00-10:50a.m.	Session 2 Concurrent Presentations
11:00-11:50a.m.	Session 3 Concurrent Presentations
12:00-12:50p.m.	Lunch/Keynote Speaker (Main Conference Room)
1:00-1:50p.m.	Session 4 Concurrent Presentations
2:00-2:50p.m.	Session 5 Concurrent Presentations
2:50-3:00p.m.	Closing & Prize Drawing (Main Conference Room)

For staff and faculty participants from non-member KCPDC colleges, registration cost is $150 ($15 for students).

- Registration fees should be paid the day of the conference.
  Make checks payable to KCPDC.

At the conclusion of the Enhancing Teaching & Learning Conference, KCPDC will sponsor a drawing for conference door prizes. The ticket you receive at registration will be your entry into the drawing. The prize drawing will be held at the conclusion of the conference. **YOU MUST BE PRESENT TO WIN.**

Service Learning Through University Engagement: Mutually Beneficial Opportunities across the System
Debra Olson-Morrison, Park University
Room 2093

This session will provide examples for instructors on how to use existing resources within the University setting for service learning. Exploring ways for students to engage, enhance and inform university processes and systems provides opportunities for student shared governance, and universities may benefit from the input and investment of students in their educational processes. Further, students confront real world application of concepts such as change processes, relationship building, advocacy, and needs assessments.

This presenter will provide examples of projects done in her classroom and the results of such projects. Information on how service learning integrates into classroom content, meets learning goals, and ways effective assessment of student learning will also be discussed. The presenter will discuss overcoming challenges encountered.

Tools for Technology: Engaging, Efficient, and Educational
Charlsie Prosser, Baker University, Hannah Fehlhafer, Bonner Springs, Kansas, Senior at Baker University, Elementary Education Major, and Darian Eddy, Lecompton, Kansas, Senior at Baker University, Elementary Education Major
Room 2086

With technology growing daily in our world,implementing it into the classroom is engaging, efficient and educational. We will be highlighting the use of flipped classrooms, teacher blogs, coding, and our 4 P's of technology (Piktochart, Powtoon, Plikers, and Padlet.) In this session, you will hear about the technology perspective of not only a professor but students of the School of Education at Baker University. Join us in interactive presentation over tools of technology and consider how to incorporate it into your own classroom!

Harnessing Multimodality to Enhance Student Engagement
Victoria Campbell, Kansas City Kansas Community College
Room 2087

This session is for all educators hoping to increase classroom engagement, although it focuses on a composition-based curriculum. In this session, I will address the need for employing multimodal learning when asking students to engage with new, complex ideas. Over the course of fifty minutes, I will model a lesson plan that draws on both conventional and non-conventional texts to illustrate the teaching of the principle of intertextuality. In addition, I will include student work to highlight how effective this particular approach to analysis can be within, as well as beyond, the confines of the classroom.

How to Engage the Unmotivated Learner
Vanessa Zamzow, Metropolitan Community College - Maplewoods, and Somer Stuhlsatz, Metropolitan Community College - Maplewoods
Room 2093

This session will provide individuals with a wide-range of strategies and techniques to help promote student-engagement in the classroom. Strategies will include ideas for relationship-building, personalization of learning, content connection, and technology integration. Presenters will share personal experiences and success stories from their combined 30+ years of teaching at-risk, low-performing, and unmotivated students at the K-12 and collegiate levels. Individuals will leave the sessions with multiples tools to add to their student-engagement toolkit that they can immediately apply in their own classroom. This session is applicable to teachers and instructors at all levels and all content-areas.

Papers They Want to Write: Engaging Students Through Authentic Assignments
Glenn Lester, Park University, Brandi Handley, Park University, and Steve Atkinson, Park University
Room 2088

In *What the Best College Teachers Do*, Ken Bain (2004) argues that student learn best when they "solve problems...that they find intriguing, beautiful, or important" (p. 109). But as any college teacher knows, designing such assignments is anything but simple. In this talk, three English instructors will share out-off-the-ordinary assignments that go beyond the term paper. Whether it's a proposal for a new practice facility for the baseball team or a letter to a skeptical employer about the value of studying English, these assignments prove intrinsically motivating to help students learn specific disciplinary concepts. Attendees will leave this session with ideas for new alternatives to the same-old, same-old - authentic assignments that ask students to explore problems thy care about.

Immersive (AR & VR) Learning in the Classroom
J. Anthony Snorgrass, Avila University
Room 2086

This session will examine the use of Augmented Reality and Virtual Reality Applications to expand the learning experience for students individually and within groups both within and beyond the classroom. Participants will be engaged in the actual use of readily available iOS and android apps that can be easily incorporated into lesson plans and classroom activities. Special emphasis will be placed on time shifting and place-shifting applications that expand the learning process both vertically and horizontally. In addition, the session will focus on graphic, photographic, and video adaptations that will add elements of fun and entertainment into an "edu-tainment" format. Participants are encouraged to bring fully charged smart phones, iPads and tablets to the session.

Connection before Content
Cheryl Zelle, Baker University
Room 2093

In this interactive session, participants will discuss the importance of making connections and building a learning community before exploring the learning content. Building connections goes beyond introductions and ice-breakers. Without the necessary personal rapport and learning climate, students may not be ready or able to receive and act on instructional content. We'll explore strategies instructors can use to connect with students, connect students with each other, and connect everyone with the learning process and subject matter.

Engaging Students in Research through Replication
Jordan Wagge, Avila University
Room 2087

Replication work in scientific fields, or the verification of published phenomena through repeated observation, is important work that is undervalued in academia due to the typical incentive structure that emphasizes publication and grants. Publication and grants favor novel findings, so scientists are encouraged to generate original research questions rather than try to replicate previous findings. In some scientific fields, this culture has fostered the norm in the undergraduate curriculum for students to develop their own original research questions and hypotheses and then test these hypotheses. There is a movement within psychology to instead encourage students to perform replication work that gives them authentic research experience and contributes to the field. I will discuss the challenges and benefits of this approach.

5 Movements of Community of Inquiry
Joshua Mugg, Park University
Room 2086

In this interactive session, I facilitate a Community of Inquiry (COI), a form of flipped-class and experience learning, which can be deployed in a variety of disciplinary settings, though it has its origins in the humanities and philosophy in particular (arising from C.S. Peirce and J. Dewey). COI consists of five movements: stimulus (a reading, poem, story, song, etc.), questioning (asking questions and then voting on one particular question), inquiry (attempting to answer the question by: offering hypotheses, testing hypotheses, offering tentative definitions, revising definitions, developing objections/replies, etc.), meta-cognition (reflecting on the discussion), and action (letting the discussion impact one's life). Since we learn best by doing, we will engage in a short COI in this session.

Bottom-Up Leadership
Dr. Bill Withers
Main Conference Room

College and university campuses and classrooms continue to undergo constant and continuous change, and new demands are made of faculty and staff to not only adapt but at times lead change, regardless of their stature or tenure. How might we better understand meta-level issues facing us in our work together, and still deliver and assess successful outcomes for our traditional and adult-learner students? How does what's happening affect pedagogy, and where does experiential learning fit across that landscape? Join Dr. Bill Withers as he reflects on his last 25 years in education, training, and development, and also challenges us to think about our work a bit differently.

Biosketch:

Dr. Bill Withers has over two decades of management and leadership experience in both business and education, and he is a two-time presenter at the *International Conference on Business* in Honolulu, which is where he fell in love with his "Aloha shirts!"

Bill has both studied and served organizations such as Proctor & Gamble, Ritz-Carlton, Disney, Four Seasons, Starbucks, and Southwest Airlines, and he was a contributing writer to three books in the areas of leadership and customer service.

After an early career working in the media and marketing business, Bill served 20 years as a professor and *Leadership Fellow* at Wartburg College in Northeast Iowa. He's currently serving on the executive-leadership team for Lutheran Church of Hope in West Des Moines, the largest church of its type in North America.

Dr. Withers continues to specialize in the areas of public relations, customer service, organizational change, and leadership.

…please join me in welcoming, Dr. Bill Withers.
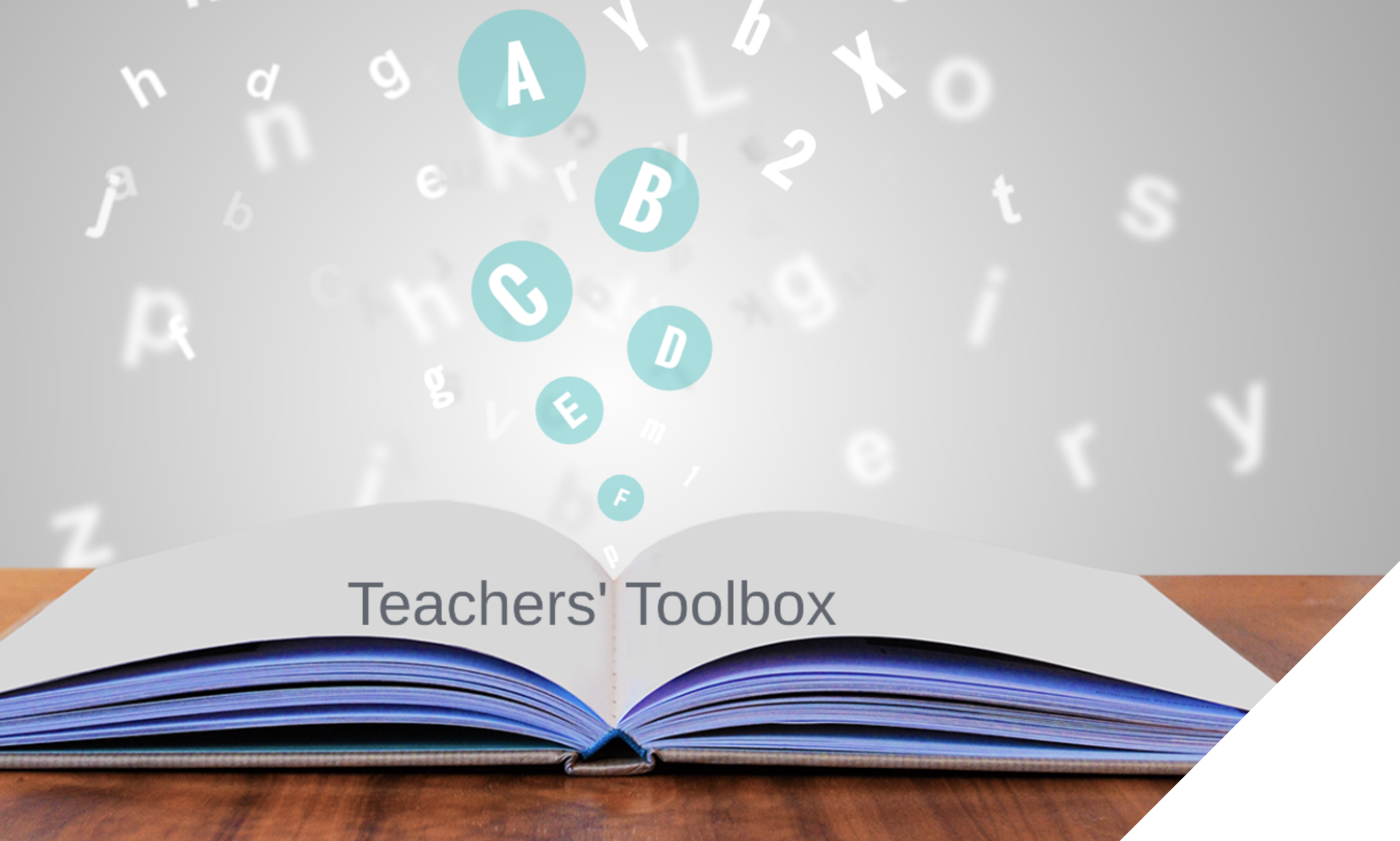
Providing Faculty Motivation and Student Engagement
Shahla Nikravan, Johnson County Community College and Park University
Room 2093

Higher education institutions are accountable toward students' classroom learning. However, students must also be responsible and accountable for their learning. Both faculty development and student' engagement programs need to complement each other.

Understanding faculty and students' behavior, complaints, validity of complaints, and problem resolutions are areas needing more attention. It is important to understand your customers do matter and do make a difference in how your organization will sustain itself.

This interactive presentation provides educators with a framework that will enable them to focus on the following objectives:
- Know your customers: students and faculty
- Support your faculty
- Create and reinforce a culture of excellence to build stronger customer relationships

Reinvigorating the Essay: How Multimodal Composition Can Enrich a Course
Abigail Lambke, Avila University
Room 2087

The session addresses the theme "Technology in the Classroom" by exploring the limitations of a medium often taken for granted: the essay. Essays have been a mainstay for communicating learning for good reasons, but with the diverse composition technologies deployed in the 21st century, their continued ubiquity is flawed. In this session I propose to complete four tasks: 1) Describe various modes (i.e. sonic, visual, tactile, performative) and explain the affordances of these as well as their limitations, particularly regarding accessibility; 2) Demonstrate how multimodality can inspire teachers and students to greater engagement; 3) Outline how to take learning outcomes from an essay and repurpose them for multimodal composition; 4) Provide assessment metrics for multimodal composing.

Engaging Learners through InfoGraphics
Leslie Umstattd, Park University
Room 2088

Visual aides have always enhanced the learning process and connected students to content in ways that words alone cannot. It is reported that people remember 10 percent of what they hear, 20 percent of what they read, and 80 percent of what they see. (The Benefits of Infographics in Education, Retrieved from www.copypress.com). This workshop will offer insight into practical uses of infographics in the classroom from content delivery as well as student assignments and activities. Infographics offer a delivery method that hits many learning styles and engages the learner at higher levels of thinking through creation of their own products and allows them to synthesis vast amounts of content into a single graphic representation.

Trauma and Resilience
Brant Winn, Park University
Room 2093

Did you know?

Nearly 62% of minorities have had at least 1 trauma experience and 25% reported 3 or more.

50% of white, middle class, well-educated kids experience at least 1 traumatic event before age 17.

Incidences of trauma where there is poverty, crime, and rural communities is 70-100%.

During this session, we are going to be answering questions such as: What is Trauma? What is the ACE study? What is the ACE Score? What is the impact of Trauma on you and your students? We answer these questions and more while at the same time giving you practical tools of how you can go about helping yourself and your students build resilience and begin the path to Post-Traumatic Growth.

OER Textbooks - To Make the Leap, or Stay on the Cliff?
Matthew Westra, Metropolitan Community College - Longview
Room 2086

General Psychology at MCC-Longview has recently made the leap to an Open Educational Resource instead of a traditional textbook. It has been a long time coming, including a pilot program years ago which didn't pan out. But not all on line resources are equal. Matthew Westra sought student input regarding a free OER source for another course, and they had much to say. Westra has also taught courses with no textbook, using freely available resources on line. There's much to think about, especially when making a committee decision. Come and learn of MCC-Longview's process and how it's going.

Try it, it's Sexy: Interactive Classroom Assessment Techniques
Cynthia Cerrentano, Park University
Room 2087

Are students are grasping the material? How do we know? Can we both engage students and assess learning at the same time? Yes we can! During this session we will perform a variety of Classroom Assessment Techniques (CATs) such as fist-to-five and exit tickets and we will generate a battery of CATs. During the session, we will cover five low tech, simple, and engaging CATs which can be easily adapted to your own discipline.

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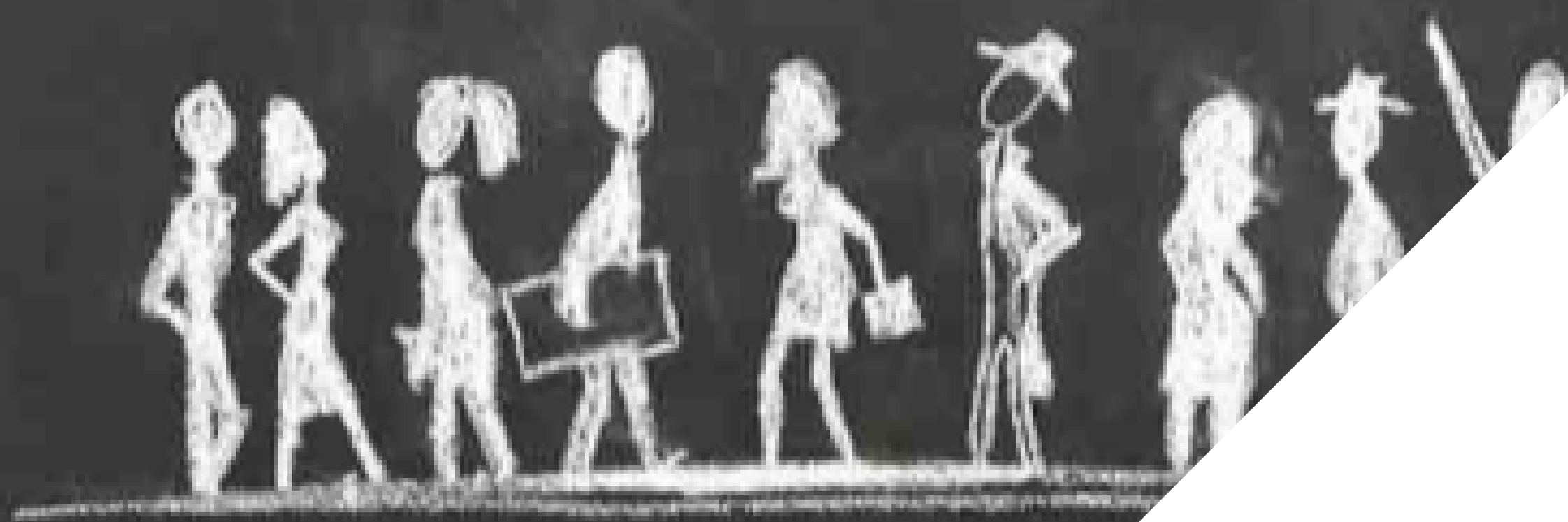
Closing & Prize Drawing (2:50-3:00p.m.)

Thank you for attending the KCPDC Enhancing Teaching & Learning (ETL) Conference! Please join us for the closing of the conference. At this time, we will draw for the door prizes. You must be present to win!
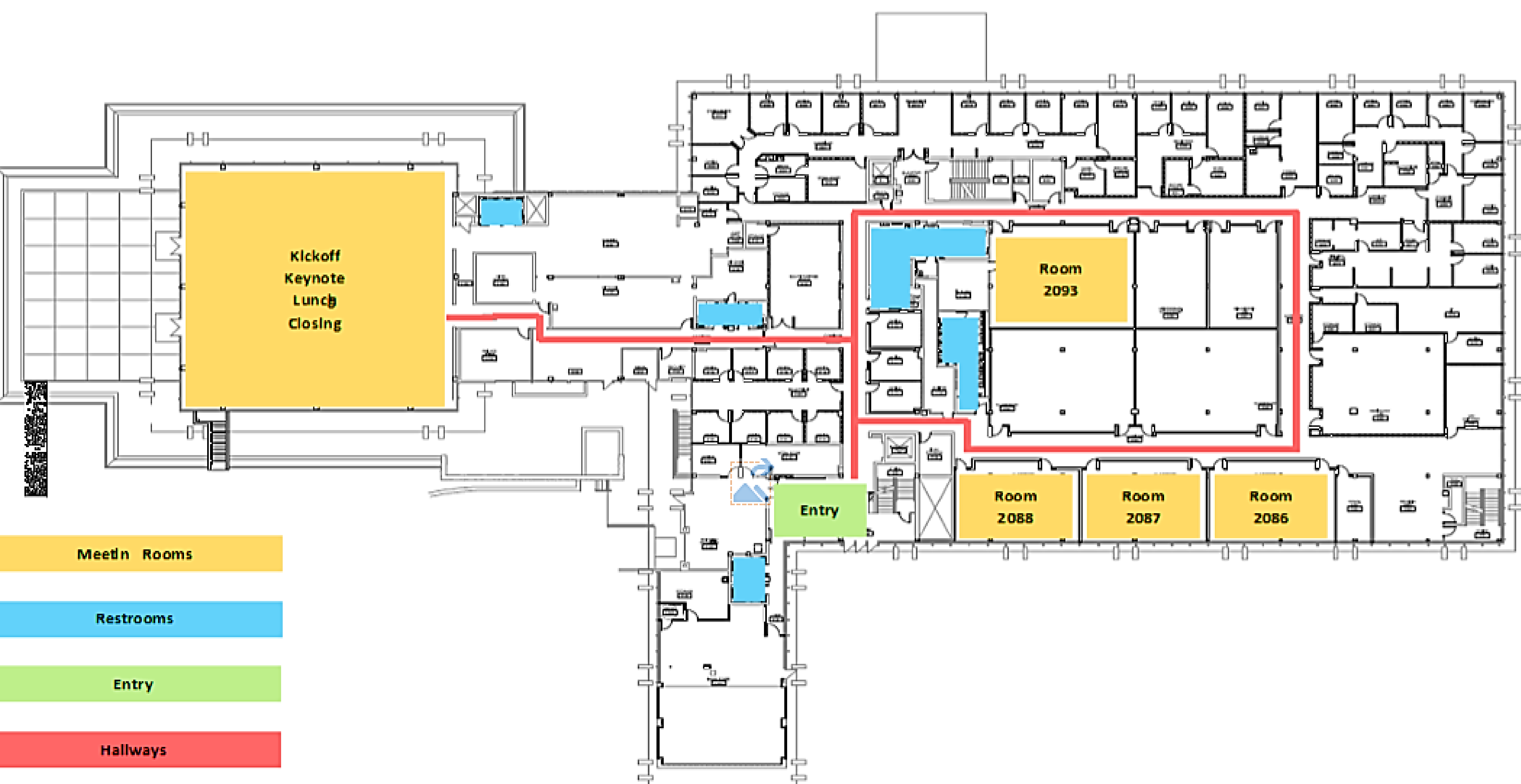
Kickoff Keynote Lunch Closing

Room 2093

Entry

Room 2088

Room 2087

Room 2086

Meetin Rooms

Restrooms

Entry

Hallways
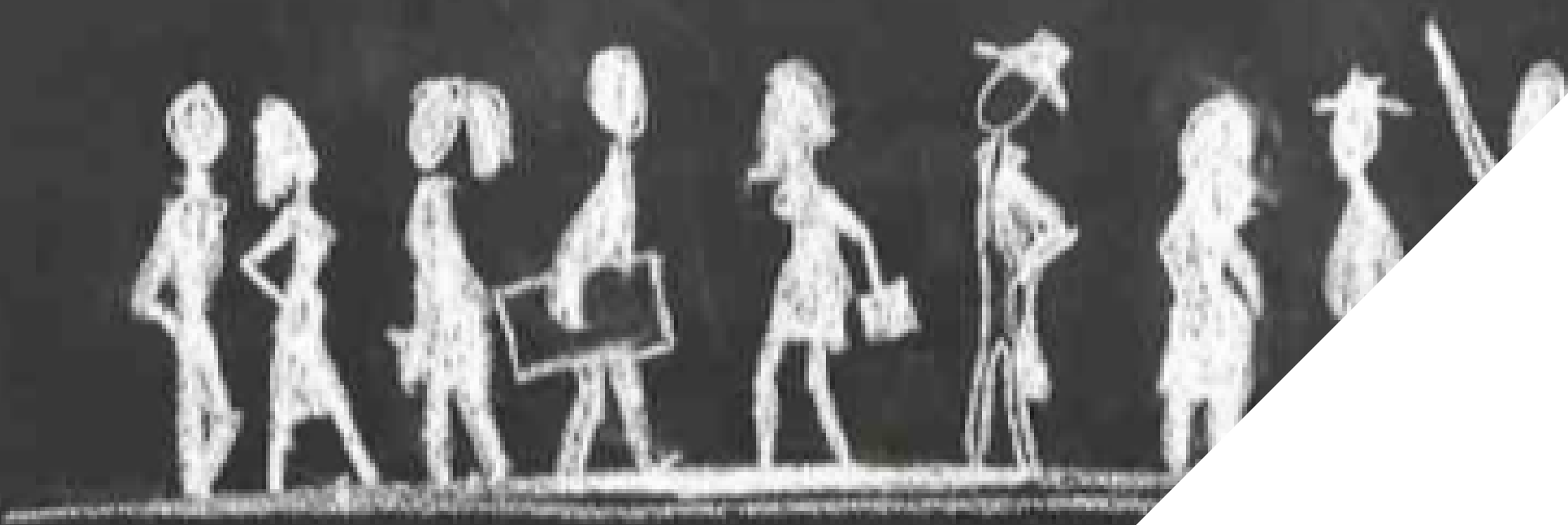
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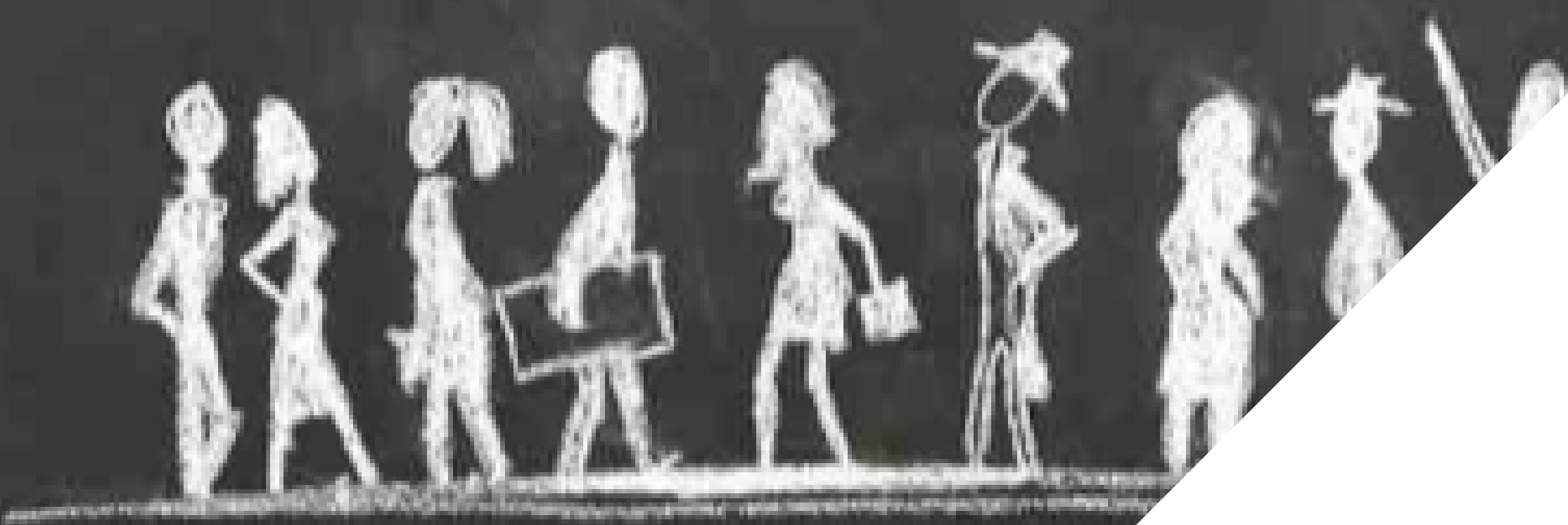
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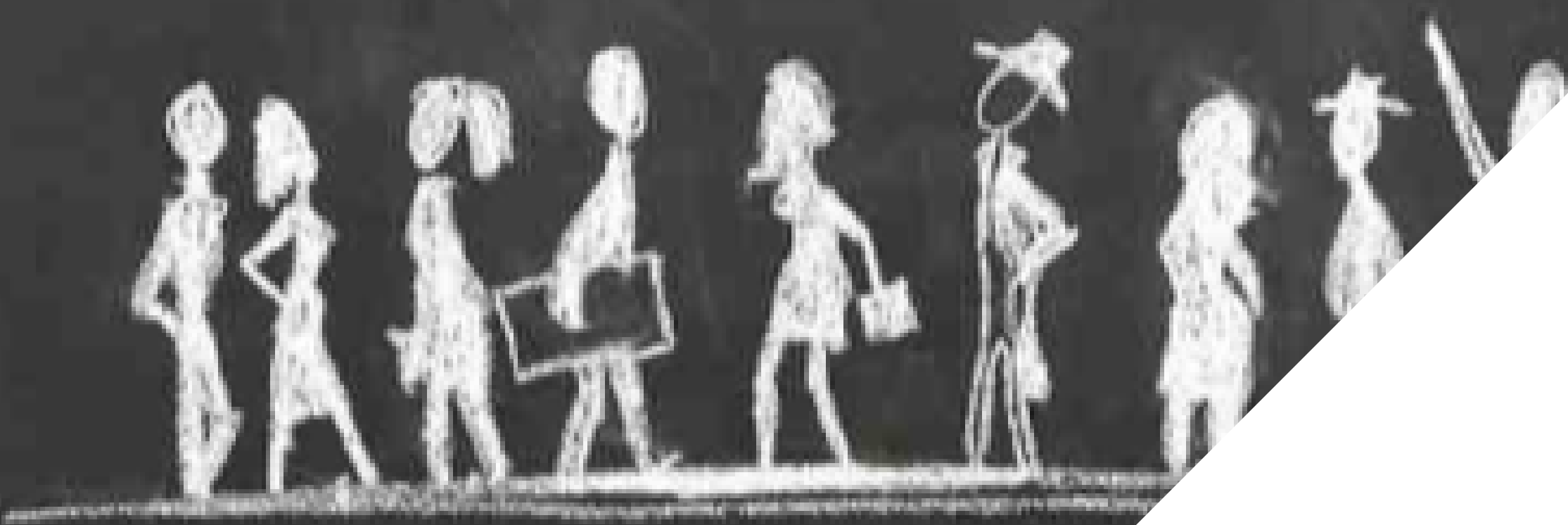
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