## Tuesday, March 22, 2022 – University Center, Columbine Suites

9:30 - 10:45

Coffee &
Keynote

Research on Climate Change Instruction in Biology

**Dr. Emily Holt, 2021 Sears Helgoth Teaching Awardee**

Climate change instruction is well established and researched in geosciences, yet it is a highly interdisciplinary topic. The countless documented impacts on living things from climate change hints that life sciences fields would exhibit similar devotion to instruction and research. However        , education research on climate change instruction in biology classrooms is limited. In her keynote, Dr. Emily Holt will discuss the path her lab at UNC has taken to help describe what biology students are being taught, what they know following this instru        ction, and how we can better measure and encourage future climate literacy in biology.

11:00 - 12:15

Student Panel

**Student Panel:** Experiences with Diversity, Equity, & Inclusion

Facilitated by Dr. Janine Weaver        - Douglas, Director, Marcus Garvey Center and        Stephen Loveless, Director, Gender & Sexuality Resource Center

Join us to hear from students about their experiences with Diversity, Equity, & Inclusion (DEI) both in and outside of the class        room.  Students will share their affirming and difficult experiences related to Diversity, Equity, & Inclusion to help others understand how they may grow in their own inclusive practice.  Participants will be encouraged to create an action plan based off of what they hear in order to address inequity in their own classrooms and workspaces.

12:30 - 1:45

Lightning Talk
Session 1

**12:35** Signaling Inclusivity in Genetics

Judy Leatherman, Assoc Professor of Biological Sciences and Victoria Duncan, PhD candidate, Biological Sciences

The teaching of genetics typically includes topics which may make students who hold certain identities feel excluded or stigmatized. We redesigned UNC's genetics course to include representation of different identities such as same - sex families with sperm or egg donors, and transgender/nonbinary individuals. Family pedigree chart notations that distinguished the sperm/egg binary required for reproduction from gender identity were created. The terminology used to describe huma n genetic variants was also modified; terminology with negative connotations such as "disease", "disorder", "mutant", and "normal", were replaced with more neutral terminology such as "condition", "trait", "variant", "atypical", and "typical". The goals of our redesign were to validate all student identities by representation of those identities, and to create a destigmatizing environment for students who may have overt or hidden disabilities or genetic conditions. The redesigned course was delivered Fall 2 021, and student responses to the redesign will be reported.

**12:45** Growing [and Assessing] Great Teachers: A Program Level Assessment

Stacy Bailey, PhD, Assistant Professor

In Fall 2019, the English Education (EED) program introduced a fully revised ma jor that offers students three emphasis options: Language and Literature, Special Education, and Culturally and Linguistically Diverse (CLD) Education (with TESL/CLD endorsement). All three options meet the new CDE requirement that teacher education progra ms explicitly address English Language Learner standards, and the CLD option well exceeds them. Because teacher candidates (TCs) in the CLD option are receiving

performance and development. An e-portfolio will offer a common tool for assessing our shared teacher candidates and measuring the success of this co-curricular program.

**1:05** Summer Support Initiative for First-Time Students

Dr. Angela Vaughan, Director UNIV 101 and Alexis Hauck, UNIV 101 Lead Instructor

The transition from high school to college is both exciting and challenging for incoming freshmen. These challenges are even more pronounced for historically at-risk populations such as first-generation students, students of color, and students with intersecting identities. In light of the COVID-19 pandemic, students faced new challenges as well as lack of access to the typical resources and events to assist with their transition. In response to these challenges, old and new, a summer support program has been developed that focuses on connecting students to campus resources and fostering a sense of belonging and connection to faculty and peers. Descriptions of the program and survey and focus group results will be shared that highlight the impact of the summer program to students' transition and experiences during their first semester.

**1:15** Implementing Principles of Smart Teaching: Assessment of their Effectiveness with Undergraduates in CSD

Dr. Julie Hanks and Dr. Tina Stoody

In response to the changing face of education and a desire to continue to improve teaching effectiveness to meet the needs of students, specific smart teaching principles were applied in two upper-level undergraduate courses. To evaluate changes in student-perceived skills as learners, survey based data was collected at the beginning and end of each semester across multiple semesters (N = 75+). Student perceptions of themselves as learners changed, and students found the techniques effective and easy to use. Students reported applying strategies learned to other courses. Review of exams and paper grades showed improved performance following implementation of teaching strategies

**1:25** The Serengeti CURE: an Authentic Research Experience in an Online Biology Laboratory

Ginger R. Fisher

With the pandemic, there was an immediate need to create virtual laboratory courses for students in the introductory biology course. However, creating an online laboratory experience that meets all of the student learning objectives can be quite difficult, especially because the course we offer at UNC is much different than a traditional biology lab experience. In our course, students participate in a Course - Based

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| 2:00 - 3:15<br><br>Interactive<br>Workshop | **How Might We Engage Our Students in Creating Solutions to Complex Issues? Introduction to Design Thinking**<br><br>Dr. Amie  Cieminski<br><br>This workshop will introduce participants to the design thinking process. Design thinking has been used in all types of organizations to devise creative, user -based solutions to complex problems. As a pedagogy, instructors can use design thinki ng to move students beyond learning theory since design thinking incorporates informed improvisation, risk  - taking, and action as students generate, test, and evaluate possible solutions. Design thinking can be an approach to equity since the process itself focuses on minimizing power structures by expecting participation from different stakeholders, designing with the user in mind, examining the bias of the designers through reflection, and allowing for divergent voices and ideas to emerge (Sellers, 2018).<br><br>Participants will engage in the different phases of the design thinking process such as empathize, define, ideate, prototype, and test (d.school, 2010). Through this interactive workshop participants will experience activities that are part of the design thinking process. They will see examples of design thinking units in practice and explore student outcomes. Participants will discuss the benefits and challenges of using design thinking to approach authentic, adaptive challenges within their content and gain resources for incorporating design thinking into their instructional practices. |
| 3:30 - 4:30<br><br>Presentation<br>Session 1 | **3:30** Problem   - Based Learning: What It Looks Like and How to Implement It Effectively<br><br>Kevin Pugh, Professor, Educational      Psychology<br><br>The overall goal of this presentation is to provide an example of problem- based learning (PBL) and address issues related to effective implementation.      PBL is a student  - centered instructional model in which students learn content in the context      of authentic problem    - solving. The model aligns with core learning and motivation |

principles and has proven to be effective at fostering deep        - level learning outcomes such as the ability to apply learning in real-        world situations. During this presentation I        will share an effective PBL project, the Calvin Project, which I use to help teacher education students learn about student motivation by trying to        solve the motivation problems of Calvin from the Calvin and Hobbes comics. This presentation will discuss deve        lopment, implementation, and assessment of PBL as well as student perceptions and instructor time commitment.

**3:55** One Size Does Not Fit All: A Case Study on How to Teach and Lessons during COVID     -19

Dr. Jun Park

This presentation shares a variety of e        ffective teaching approaches and modalities developed during the ongoing COVID       - 19 pandemic. Student survey questionnaires, collected from 9 sections of Economics courses, reveal how they feel about their learning experience. The analysis of student surveys        provides evidence that different types of instructional strategies benefit student learning experience by adopting Flipped classroom, HyFlex, and other teaching/learning software. Specifically, students appreciated a flexible and safe learning environment        as well as clear organization, communication, and accessibility inside and outside of classroom. The discussion shares students' feedback for future improvements.

## Wednesday, March 23, 2022 – Virtual Sessions

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| 9:00 – 10: 30 am<br><br>Keynote Address | Bearing witness as an Act of Love, Resistance, and Healing<br><br>Dr. Mays Imad<br><br>In this virtual interactive session, we will consider the notion of psychological trauma – why it happens and how it impacts our body and brain. We will examine the connections Bmwxr (x)-0.004 c 0.00.ho6 (nne)-(03.3 .53 -11oT3(-2 (t)1 (i) g)-10 (a.m)-1 (w) W  274321 (e)-8 5TTJ -0 |

need to know that their teachers are trying to understand those barriers to learning, yet there is limited access and even restrictions surrounding teaching about this topic. The purpose of this qualitative inquiry was to directly ask teachers how they felt about CRT and what their opinions surrounding implementation within the curriculum were. This session will provide an overview of the experimental design, teacher beliefs, and give an opportunity for questions and in-person review of Critical Race Theory.

**11:15** Battling Fake News: Incorporating Media Literacy into Course Content

Stephanie Evers, Lecturer, University Libraries

Misinformation and disinformation are everywhere, which has led to a conversation about the role K-12 or higher education plays

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| 12:00 - 1:00 pm<br><br>Lightning Talk Session 2 | **12:05** The Impact of COVID - 19 on College Student Well - Being<br><br>Grace Turner and Rosie Glaser<br><br>The COVID - 19 pandemic has had a profound impact on college student health and well - being. Students of color (SOC) face disproportionate risks attributed to COVID - 19 inclu ding psychological, financial, and academic distress. This project sought to understand how the COVID - 19 pandemic was particularly detrimental to the well- being of underrepresented student populations. This presentation will discuss research findings and implications.<br><br>**12:15** Rowing or Drifting? Re -Assessing Strategies and Sustainable Practices for Retaining Underrepresented Populations at the Monfort College of Business<br><br>Dr. Amaris Vasquez and Hale Daigle<br><br>The Student Success Center at Monfort College of Business (MCB) aims to employ a "student -first approach" with a strong focus on equity, inclusion, and business acumen. This vision aims to compliment UNC's Strategic Enrollment and Student Success (SESS) plan and strategic vision, Rowing, Not Drifting 20 30 and intends to implement a funded initiative to improve or enhance student learning for undergraduate students attending courses related to majors/programs in the College of Business and increase our retention rates. Our team conducted program- level ass essments utilizing focus groups to explore the successes and challenges for MCB students of underrepresented backgrounds. This presentation will discuss the assessment process, results, and implications for supporting these MCB students. |

**12:25** Student Fir    st Graduate Education: Programmatic Changes in the Program Handbooks and Assessment

Dr. Sue Hyeon Paek

The two vision elements of UNC's Rowing, Not Drifting 2030 are "students first" and "empower inclusivity". Aligning with these two elements of our stra            tegic plan, this project sought to develop and implement programmatic changes across all three graduate programs that will put students first and empower inclusivity within the School of Psychological Sciences. To get rid of an existing institutional barrier, which can leave some students at a disadvantage given their background experience and knowledge, we developed handbooks for all three graduate programs so that our programs are student    -ready regardless of their background. Also, we developed the gradua te assessment process to be streamlined, which leads to meaningful assessment data necessary to ensure continued student success. Through the iterative process of developing and receiving feedback from stakeholders (i.e., faculty, students), we ensured tha  t the handbooks and assessments are ecologically valid. This issue is prevalent in many graduate programs at UNC. We believe that the development framework, as well as our outcomes, will serve as a useful resource for improving their handbooks and assessme    nt process across campus.

**12:35** Assessing Assessment Strategies for Knowledge Visualization-                    Based Instruction

Dr. Anna Ursyn

This research  - based study examines students' perceptions toward various ways used to assess their understanding and knowledge r        etention in knowledge visualization        - based with the use of visuals as their tool, star        ting with icons, logos, or visual presentation of complex ideas for faster and better communication, allowing to compare and contrast data visually. Students who gain under        standing of some techniques, rules and procedures might gain advantage when searching for jobs and become acknowledged

The impact of the abrupt transformation in teaching and learning formats (from school to home, and from in-class to online) as a result of the COVID-19 pandemic has revealed many limitations on the delivery of quality and equitable instruction for students nationwide. One way to ensure equity in course design is through the

and provide recommendations for effective educational technology courses. The results and implications of our study may assist other teacher preparation programs on how to

approach a task, teachers can empower their students to explore new ideas, exercise abstract thinking and improve their performance in unique ways. This presentation approaches this    concept through the lens of teaching jazz improvisation and demonstrates how instructing students to play an improvised solo that adheres to specific and restrictive guidelines can encourage explorations and increase awareness of creative options that mig      ht otherwise go unconsidered. A discussion of how this approach might be applied to other academic disciplines follows this demonstration.

**3:05-3:25** LE@RN at UNC -    A new Canvas    -based learning resources repository

Rebecca Saunders,    Instructional Designer and Kathy Zellers, Director of IDD

Join us for a demonstration of how Instructional Design and Development (IDD) partners with faculty to make creative and engaging learning activities for use in Canvas. We will show the highlights of a process that gets us from learning objective to interactive resource. We will also introduce you to the new LE@RN repository in Canvas.