UNIVERSITY OF
LOUISVILLE.
DELPHI CENTER FOR
TEACHING & LEARNING

2022 Celebration for Teaching and Learning Conference
Session Descriptions

Using Resilient Pedagogy to Effectively Design Courses for Multiple Modalities
09:10 AM - 10:10 AM
In early 2020, many of us found ourselves scrambling to quickly move classes online while maintaining the quality of the course. While a uniquely necessary step in the face of a global pandemic, it did underscore the value of having a class that can quickly flex as needs change. It also demonstrated that when changes are not planned for, learners from highly vulnerable populations can be disproportionately harmed. This session uses the development of an actual course, Introduction to Public Health, to illustrate how a class can be developed to flex quickly and easily.

Deans' Forum Session: Steps Toward Anti-Racist Teaching
09:10 AM - 10:10 AM
The Deans' Forum on Education Excellence is a professional development program designed to encourage, stimulate and support professional growth in teaching for mid-career faculty. In this session, faculty participants share their culminating presentation and encourage others to reflect on inclusive and engaging teaching practices.

Digital Credentials: Badging Our Way Towards the Future of Learning
09:10 AM - 10:10 AM
Learn the importance of micro-credentialing as we examine what micro-credentials are and how they may be used to demonstrate competencies to employers and others. Participants will be guided through a typical collaboration with the Digital Transformation Center, learning how micro-credentials differ from traditional credentials, how to identify existing micro-credentials for incorporation in course offerings, and the potential of creating UofL-branded micro-credentials. Example courses that have successfully incorporated vendor micro-credentials will be highlighted. Participants will actively engage in the session by reflecting on a course or program into which an infusion of a micro-credential would help students develop workforce-relevant competencies.

Jedi Mindset: Discussing Effective Learning Strategies with Students
09:10 AM - 10:10 AM
Many students prioritize grade over long-term learning, while they could achieve both by switching to effective learning strategies. We propose to debate the advantage of discussing effective learning strategies with incoming students in the context of the literature and our experience with our book club about effective learning strategies, and discuss the best ways to convince students to switch to more effective learning strategies. Participants will participate in survey and group discussion, and assess their knowledge on effective learning strategies. Finally, participants will be asked to brainstorm about using sessions that discuss effective learning strategies in their own classroom.

Simulations as an Engagement Tool for STEM Tipped Classrooms
09:10 AM - 10:10 AM
The Tipped Classroom is a new idea that consists of assigning pre-recorded videos or reading text to the students prior to the class – similar to the Flipped Classroom concept - but instead of starting with the exercises and discussion, the instructor gives a brief review or mini lecture by using either a simulation, explorative learning, virtual reality demonstrations, classroom response system, or review of homework, or even a combination of peer work and independent reading time to catch up students who may be less prepared. The use of simulations will be discussed.

HSC Poster Session
09:10 AM - 10:10 AM
Get four for the price of one in this power-packed session from HSC faculty. Each group will present their work in 15 minutes. Presentations include "Navigating a Complex Curriculum: Collective Planning for Cohort Learning," "Student Engagement Strategies and Serving the Whole Student," "Patient Education Strategies Used by Medical Students to Promote Healthcare Understanding" and "Lifting the Lids Off the Silos of Learning: Collaborative Care."

Relationship-Rich Education: Laying the Groundwork for Quality, Equity, and Inclusion at UofL
10:20 AM - 11:35 AM *(Recording available)*
Decades of research demonstrate that the quality of student-faculty, student-staff, and student-student interactions are foundational to engaging, inclusive, and purposeful learning. Educational relationships profoundly influence motivation, learning, belonging, and achievement for all students, and particularly for new majority students. Drawing on some 400 interviews with students, faculty, and staff across U.S. higher education, we will view relationships as a flexible, scalable, equitable, and humane approach to ensuring that all students experience welcome and care, become inspired to learn, and explore the big questions that matter for their lives and our communities. You will leave this interactive session with practical ideas for research-informed ways that you can cultivate educationally powerful interactions in your work with UofL students in and beyond the classroom.

Recognition of 2020-21 Faculty Favorites Nominees
12:35 PM - 01:00 PM
Help us celebrate the 2020-21 Faculty Favorites Nominees during this lunch-time recognition.
View the Top 4 Faculty Favorites highlight video.

Student Perception of Exploratory Learning
01:10 PM - 02:10 PM
As part of an NSF-funded study of exploratory learning in undergraduate STEM classes, three biology faculty, working with learning scientists and disciplinary researchers, developed and implemented two studies comparing exploratory learning to traditional instruction. The biology faculty teach a diverse population of mostly non-major, first-year students in BIOL 102, a large-enrollment Cardinal Core course. They examined assessments from previous years to select two topics students often struggle with, and designed new activities to address those deficiencies. In this session we will demonstrate of one of the activities, discuss of our experiences with this new approach, and share some preliminary results.

Student Perspectives on Digital Media Assignments for Learning
01:10 PM - 02:10 PM
The University of Louisville is an Adobe Creative campus, and the Digital Media Suite (DMS) is a key partner in the initiative. Join student workers from the DMS as they share insights about how digital tools are shaping student learning and the ways in which faculty can support this exploration. Facilitated by the director of the DMS, this session will offer you guidance and tools for how to get started using digital media assignments in your own teaching. This session is open to all faculty across the disciplines.

What Can We Do to Develop Lifelong Learners?
01:10 PM - 02:10 PM
An underpinning of self-directed learning is that learners are the responsible owners of their learning process. Teaching learners in the health professions to become self-directed, lifelong learners is now a mandate of many accrediting bodies for student and post-graduate programs. This workshop will discuss critical components of self-directed learning and focus on surfacing how faculty can promote self-directed learning and teach this to learners. The interactive experiences will include Poll

Everywhere, Kahoot, and small group discussions to help surface concepts we can all use to help our learners become lifelong learners. Participants in the workshop will acquire skills to enhance their ability to help learners be more self-directed.

Troubleshooting Your Grading Plans to Support Student Learning
01:10 PM - 02:10 PM
When planning your course there are many considerations: objectives, scope, engagement strategies, etc. Often forgotten is how you plan to grade assessments, relying on what you have always done, or how you were assessed as a student. Then, after receiving the first batch of papers, you get mired in reading papers that are off track, or that have similar problems. Your email inbox may be flooded with more questions about grades than the content. This session will focus on troubleshooting common assessments and grading concerns in courses to determine solutions that match your goals and teaching philosophy, while taking into account student needs, backgrounds and priorities.

The Section Leader Model: Building to Scale While Maintaining Quality
02:20 PM - 03:20 PM
In response to growing enrollments in the fall of 2020, UofL's Online MBA program adopted a section leader delivery model wherein instructional teams consisting of a course developer/lead instructor and a group of section leaders (i.e., adjunct instructors) worked together to optimize student engagement at scale. Learn how the OMBA program has structured small class sizes of 20 – 25 students, hired over 40 experienced and diverse part-time lecturers, and maintained high standards of design and facilitation as this model has been implemented. Presenters will share their insights, lessons learned and discuss how this model could be adapted into other programs.

Deans' Forum Session: Creating Equitable and Inclusive Learning Environments at UofL: A Conversation
02:20 PM - 03:20 PM
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Teaching Writing with Digital Video
02:20 PM - 03:20 PM
Writing instructors describe their approaches to incorporating digital video assignments into 100- and 300-level composition courses. Each instructor will discuss how the projects fit into their curricula and their approaches to supporting students' functional/technical literacies and will show sample student projects. They will then engage the audience in an assessment activity to examine how rhetorical principles (e.g., purpose, audience), which can be used to assess text-based compositions, can also be used to assess video-based ones. They will conclude by sharing what they are learning from embedding a digital video project into a curriculum taught by 11 new instructors.

Tools for Conducting Effective Peer-Observations of Teaching for Teaching Assessment
02:20 PM - 03:20 PM
Assessment of teaching is critical to the success of our students and faculty, but student evaluations of teaching alone are insufficient for informing merit, tenure and promotion decisions. Rather, a multifactor approach that includes effective peer observation of teaching as either formative or summative evaluation is necessary. The foundation of effective peer evaluation is understanding how the cognitive science and the scholarship of teaching and learning inform classroom practice. Participants will be introduced to and practice protocols for in-person and online teaching assessment and leave with tools that they can use in their departments to enhance teaching assessment.

Collaborating Across Campus Silos to Foster Student Success
02:20 PM - 03:20 PM
When we cross the chasm between our campus silos and focus on our shared interests around students, we can foster innovation and enhance institutional efficiency. This session invites faculty and staff to consider the best practices behind forming campus partnerships, leveraging strengths to advance new projects and programs, and assessing the impact on everyone involved. Participants will be asked to consider a project, real or aspirational, through the lens of these concepts and tools and leave with greater confidence in their ability to nurture collaborative efforts on our campus.

Learning Objectives Aren't Sexy. You Should Be Using Them Anyway.
03:30 PM - 04:30 PM
If you think using Learning Objectives is hard, you should try getting people to come to a conference session about them! Organizing a course around Learning Objectives (LOs) can have many benefits to instructors, students, and the learning process, but getting started can be daunting. The presenter is an LO evangelical; in this session, she will attempt to make you an LO True Believer* as well, and help you develop the tools you need to make LOs a foundational part of your teaching.
*It doesn't actually have to be based on faith. She'll also present evidence!

Achieving Unconscious Competence
03:30 PM - 04:30 PM
As a faculty member, I want my students to do consistent, competent work. I also want them to work quickly, without having to think extensively each time about what it is that they are doing. In other words, I want them to develop to a level of unconscious competence. This presentation will explain the four stages that students go through as they develop skills in different areas. Stage one: unconscious incompetence. Stage two: conscious incompetence. Stage three: conscious competence. Stage four: unconscious competence.

Experiential Learning in Teaching: Digital Media Tools for the Resilient Families Project
03:30 PM - 04:30 PM
UofL's Resilient Families Project (RFP) promotes evidence-based habits of resilience, mindfulness, and happiness in families experiencing homelessness and women in drug/alcohol recovery. Interactive reading and carefully chosen storybooks are the platform for RFP programs. Ongoing efforts to engage students and offer greater diversity in our program content and team composition include such things as identifying and analyzing children's storybooks for upcoming programs, recording book readings with a diverse set of student voices, and ongoing recruitment and training of incoming team members. The current presentation will work to illustrate the use of the Adobe Creative Cloud resources and offer interactive exercises to demonstrate the utility of these tools in recruiting, training, and promoting engagement.

Utilizing the Libraries Collections to Promote Diversity, Inclusion, and Equity
03:30 PM - 04:30 PM
Presenters will discuss how the University of Louisville's (UofL) Libraries and the Muhammad Ali Institute for Peace and Justice pooled their resources to develop a series of virtual and onsite exhibits commemorating Muhammad Ali's connections to Louisville, his unique contributions to civil rights, social justice movements, and his inspiring global legacy creating the exhibit, Muhammad Ali: A Transcendent Life.
A Transcendent Life will include a community-based interactive audio/video engagement opportunity named "Standing Up for Peace" featuring voices from the community of Louisville, UofL students and staff sharing how Muhammad Ali's legacy inspires us to stand up peace.

Deans' Forum Session: Unit Level Teaching Strategies: Scaffolding
03:30 PM - 04:30 PM
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Deans' Forum Session: Fostering Engagement in Synchronous Online Classes: Four Strategies for Success
03:30 PM - 04:30 PM
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