# Schedule

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| 8:30 - 9:00 a.m. | Check-in and Continental Breakfast  
Program Room #132 |                  |                   |          |
| 9:00 - 9:50 a.m. | **Opening Session: Program Room #132**  
Design Matters: Research-Based Principles for Designing Coursework in Higher Education  
**Brad Garner, Ph.D.**  
**Keynote Speaker**  
Director of Faculty Enrichment  
Indiana Wesleyan University |                  |                   |          |
| 10:00 - 10:20 a.m. | Collaborative Rubrics: Having Students Discover and Define Criteria for Evaluation  
**Hannah Rule**  
English | Marrying Popular Culture With Feminism in the Classroom  
**Anna Barry**  
English |                   | Gather Ye Class Discussions While Ye May: Online Tools for Collecting and Sharing Student Ideas  
**Heather Moorefield-Lang**  
School of Library and Information Science |
| 10:30 - 10:50 a.m. | The Visual Syllabus 101  
**Lara Lomicka Anderson**  
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University Technology Services | Leadership Experience in Undergraduate Chemistry via Community Service by Celebrating National Chemistry Week with Local Elementary Schools and Home-School Students  
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Chemistry | Building 21st Century Skills Into a Freshman Seminar Course Through Guided Inquiry  
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| 11:00 - 11:20 a.m. | Serving Non-Traditional and Special Student Populations  
**Aubrey Sejuit**  
Counselor Education and Supervision | Leading an Academic Department Through the Distributed Learning Quality Review  
**Kathleen LaSala**  
College of Nursing |                   | Flipping the Foreign Language Classroom  
**Nina Moreno**  
Languages, Literature and Cultures  
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Languages, Literature and Cultures |
| 11:30 - 11:50 a.m. | Getting to Know Your Students... As Leaders  
**Brie Dunn**  
College of Pharmacy | Relationships, Reciprocity and Reflection: Incorporating Service-Learning Into Your Courses  
**Jabari Bodrick**  
Office of Student Engagement |                   | Digital Storytelling: The Power of Three Discussion Starter Technique  
**Michael Byrd**  
Arnold School of Public Health |
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<td>1:30 - 1:50 p.m.</td>
<td>Dialogs with Nature: Butterflies as Teachers</td>
<td>Flip 450 Students? You can do it!</td>
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<td>Young Adults “Still Movin” with Older Adults</td>
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<td>2:00 - 2:20 p.m.</td>
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<td>Using Theater as an Effective Tool to Engage Students in the Learning Process</td>
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<td>Prior Knowledge: Why Students’ Existing Misconceptions Hinder Their Learning</td>
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<td>2:30 - 2:50 p.m.</td>
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<td>Participatory Learning in a Student-Centered Course</td>
<td>Real-World Classroom Collaboration on the Undergraduate and Graduate Level</td>
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<td>3:00 - 3:20 p.m.</td>
<td>Skiing for USC: Helping Students Explore Group Dynamics in Problem-Solving</td>
<td>FLIP: Focus on Learning, Innovation and Pedagogy, A Panel Discussion</td>
<td>Using Aquaponics for Integrated Service Learning at USC</td>
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<td>Featuring Oktoberfest Fare and Door Prizes!</td>
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Abstract Summaries

9:00 - 9:50 a.m.

Design Matters: Research-Based Principles for Designing Coursework in Higher Education
Brad Garner, Keynote Speaker
Director of Faculty Enrichment, Indiana Wesleyan University

The literature of teaching and learning provides faculty with a plethora of distinctive benchmarks for the manner in which courses should be designed. This session will highlight several of the key principles that should not be ignored when thinking through the process of designing coursework in higher education. The focus of this session will be on converting the best research findings into chewable bites so that these practices can become the foundation of your courses for the next semester.

10:00 - 10:20 a.m.

Collaborative Rubrics: Having Students Discover and Define Criteria for Evaluation
Hannah Rule
English

Rubrics are a useful way to make clear our expectations for writing assignments, large projects or research endeavors. Rubrics make explicit how an assignment will be evaluated, and thus can serve as a guide for students to develop their work. Rubrics also help us manage the workload of responding and grading, keeping us fair and cutting down the need to write elaborate comments or grade justifications. This is to say, when we use rubrics, we’re asking them to do heavy lifting.

But even the most well-intentioned rubric might not be as transparent or communicative as we might hope. We often fill rubrics with loads of explanatory language, in the hopes of sharply delineating between a 3 or a 4, or between “smooth and effective” versus “smooth and enriching” transitions. It’s tempting to think that classroom context will make rubrics more clear and user-friendly, but students’ reported experiences with them tell a different story: teachers don’t spend any time explaining the rubric, students feel rubrics limit their creativity or only establish the minimum effort required, or worse, students don’t look at the rubric at all.

Marrying Popular Culture With Feminism in the Classroom
Anna Barry
English

Most of our students have a visceral reaction to Nicki Minaj. I have used her video, “Anaconda,” and other selected videos for six classes of freshmen during the visual texts unit of ENG 101: Critical Reading and Composition. Her record-breaking music video is fruitful for discussion about the hypervisibility of female bodies, specifically black female bodies, and feminism in the media. Students often remember this lesson as their favorite and most illuminating lesson of the semester.

I first review a very brief history of first, second and third wave feminisms to elucidate feminism’s temporal terrain. I show students the music video “Baby Got Back” by Sir Mix-A-Lot, and we, as a class, analyze the video’s specific symbols, phrases and female bodies before deciding, collectively, if Sir Mix-A-Lot is a feminist. Then, after viewing “Anaconda,” we evaluate the video’s symbols, allusions and female bodies, and we discuss if Minaj is a feminist. This dialogue shows students that popular culture and Bahktinian grotesque bodies can make very important, though often unnoticed, arguments about third wave feminism and female sexual subjectivity. Finally, I give a short lecture about the Venus Hottentot that then complicates the notion of a singular reading of Minaj’s video. This lesson attempts to encourage students to think critically about popular culture and its relationship to social and historical movements while also bringing readily available technology into the classroom.
“Gather Ye Class Discussions While Ye May: Online Tools for Collecting and Sharing Student Ideas”
Heather Moorefield-Lang
School of Library and Information Science

There are a multitude of methods to deliver class content both online and face-to-face. Lecture, class talks, dialogue, discussion boards, vlogs, and slides representing just a few examples. During class discussions, gathering ideas in a format that can be revisited is useful for you as the professor but also incredibly valuable for students as well. In this session participants will visit with a selection of online tools that can aid in information and idea gathering. These are easy to use, intuitive tools that allow for comment and discussion capture in live time during class, and also permit sharing opportunities after class time is complete.

10:30 - 10:50 a.m.

The Visual Syllabus 101
Lara Lomicka Anderson
Languages, Literature and Cultures
Mike Brown
University Technology Services

The basic format of the traditional syllabus has remained largely unchanged for decades. In fact, instructors often lament that students do not read the syllabus, nor do they refer to it throughout the term. However, with the advent of innovative technological tools such as Piktochart, Wordle, Prezi and QR codes, syllabi can be redesigned with a focus on both creativity and visual impact, offering a fresh and different approach to the traditional material. This session gives the traditional syllabus a makeover and offers ideas for presenting the syllabus in a more vibrant, student-directed format so that students are drawn to read it and find it easier to use it as a reference throughout the course. We will also cover the basics of preparing a syllabus in Blackboard.

Leadership Experience in Undergraduate Chemistry via Community Service by Celebrating National Chemistry Week with Local Elementary Schools and Home-School Students
Hélène Maire-Afeli
Chemistry

Higher education is not only providing new information to our students but also teaching them how to use this information and how, once applied, it can benefit them and/or their community. The main objective of this project is to integrate a leadership-related activity that would benefit both my students and our local community in Union, SC. I organize an event on our Union campus to celebrate national chemistry week on the third Friday of October. To do so, I have my students research a hands-on scientific experiment, locate and/or purchase needed supplies; practice their chosen experiment in the laboratory; prepare a poster about it; set up a booth with all needed material and supplies on the day of the event; present their experiment to local elementary and home-school students and teachers; and manage and supervise small groups of elementary and home-school students to teach them how to perform their experiment. Not only it is a great opportunity to reach out to our local rural community and expose young students to science at an early age as the event is targeting first and second graders, but it can also help students graduate with leadership distinction.

Abstract Summaries
Building 21st Century Skills Into a Freshman Seminar Course Through Guided Inquiry
Renee Shaffer
University Technology Services

Faculty members often hear from their millennial students that their coursework are not relevant. Building on the idea of guided inquiry and student-centered activities and discourse, this presentation will share experiences in the design and implementation of the culminating group multimedia project. Through the use of guided inquiry and scaffolding techniques, faculty introduced students in the freshman seminar course to exploration, questioning and meaningful course interactions which fostered academic success and content ownership. As digital natives, the freshmen are social in nature and tech-savvy. But it is imperative that as digital citizens they utilize instructional technology to recognize and engage with content in a meaningful manner, building their own conclusions while having ownership of the thought process. It was found that university students were unclear of the path of inquiry. The author started the term learning where the students fit in to the learning mannerisms and the “zone of proximal development.” (Vygotsky 1978) Many were unfamiliar with asking questions, synthesizing making decisions or even taking actions in preparing for the culminating group project. The session will show learning strategies, solutions and instructional technology tools which helped in the overall learning process.

Student Centered Learning to Teach Clinical Effectiveness Research
Anwar Merchant
Epidemiology and Biostatistics

Clinical Effectiveness, EPID 769, is a three-credit epidemiology course for graduate students, designed for anyone interested in conducting clinical effectiveness research. By the end of the course the students are expected to know the principles and methods of conducting clinical effectiveness research. I used a student-centered approach for this course because it was important for students to not only learn the principles of conducting clinical research but also apply them.

Strategy: Students are involved in the following ways.
1. Leading Presentations and Discussions: Students take turns in summarizing the readings with slides in about 30 minutes. This is followed by a discussion in which all students participate. Students are graded both on their presentation and participation in the discussions.
2. Critiquing their Peers: Each student presents a clinical study idea as an abstract that is critiqued by their peers. Students receive a grade based on the quality of their critiques.
3. Responding to Critique: After receiving critique on their abstracts each student prepares a complete protocol for a clinical study, responding point-by-point to the critique received on the abstract. The student’s grade is based on responses to the critique and the overall protocol.

How it Works: The discussion format makes the class interactive and interesting. The reasons this approach works well are listed below.
1. Onus on students to read
2. Active involvement of students
3. Understand different perspectives
4. Share their own experiences

Challenges: This approach can be challenging for the instructor, even though students do most of the work.
1. Planning the discussion
2. Involving all students
3. Being non-judgmental

The instructor needs to plan the session ahead of time and foresee how the discussion will progress, and remain non-judgmental.
Abstract Summaries

11:00 - 11:20 a.m.

Serving Non-Traditional and Special Student Populations
Aubrey Sejuit
Counselor Education and Supervision

Program Objectives
The objective of this presentation is to provide information to services and campus professionals who may be working with non-traditional and special student populations, such as student veterans and military personnel, transfer, first-generation, LGBTQI, and students with disabilities in an academic setting. Special attention will be paid to working with students who are transfer and/or military.

Program Summary
It is important for service and campus professionals to understand the unique needs, issues, and concerns of non-traditional student populations by being prepared to assist them when they come to campus. The objective of this presentation is to provide information to faculty and campus personnel who may be working with non-traditional students in a college setting. Appreciative Advising, knowing campus resources, knowing campus policies, and understanding these particular populations will be discussed. This presentation will address challenges faced when working specifically with a non-traditional population. University 101 has seen an increase in transfer and non-traditional college students due to funding from government programs and Gamecock Gateway so much so that USC offers a transfer section made up of these non-traditional students. With the University of South Carolina’s close location to various major military installations and funding from the G.I. Bill, more student veterans are joining the Gamecock community. A better understanding of the unique experiences of the military/veteran, transfer, first-generation, LGBTQI, and students with disabilities allows higher education professionals to better understand and support the social, emotional, behavioral, and academic success.

Audience Suitability
This presentation is suitable for faculty members, campus professionals, and anyone else who would like to learn more about how they can better serve non-traditional and special student populations.

Leading an Academic Department Through the Distributed Learning Quality Review
Kathleen LaSala
College of Nursing
Vera Polyakova-Norwood
College of Nursing

Re-designing a distributed learning course to meet Quality Matters standards, including accessibility requirements, can be a serious challenge for a faculty member. When an entire curriculum is delivered primarily through distributed learning, the task of quickly reviewing and upgrading all of the courses may appear overwhelming for any academic unit. This presentation will describe the administrative and technological solutions, which enabled the College of Nursing to upgrade most of its undergraduate courses within one academic year and promptly move on to the review of the graduate courses. Our strategies include developing a long-term plan, setting internal policies and timelines, defining the roles of all players, explaining the Quality Review process and requirements to the faculty, exploring technological solutions, providing in-house instructional design support and technology training, working with faculty leaders, arranging opportunities for faculty to share successful applications, and recognizing the efforts of those whose completed the course upgrades on time. It is critical for the leadership to support the Quality Review process and integrate it into the faculty evaluation processes. Another important element is highlighting positive outcomes such as increased student appreciation for course organization and availability of lecture transcripts. The presenters will discuss the perspectives of faculty, students and administrators and share the “lessons learned.”
Flipping the Foreign Language Classroom
Nina Moreno
Languages, Literature and Cultures

Paul Malovrh
Languages, Literature and Cultures

The present study compared traditional to flipped foreign classroom designs, and differential means of delivery (traditional versus blended). First-semester Spanish learners (N=75) were divided into three groups. Group A met four days per week and followed a traditional present-practice-produce format, in which explicit grammar instruction was provided in class and was followed by practice and production. Groups B and C met three days per week and followed a flipped/blended format, that is, explicit grammar explanations and input activities were done via computer at home, and class time was used exclusively for output. Using a pre-/post-test design, MANOVAs of STAMP test results revealed that each group improved from the beginning to the end of the semester but also that the flipped/blended courses showed greater development in productive skills than their traditional counterpart. There was no difference in receptive skills. Overall, learners that met three days per week in class outperformed those who met four days per week. Pedagogical implications of results on course design will be discussed. Students’ responses to the flipped model and the new materials will also be included in the presentation.

11:30 - 11:50 a.m.

Getting to Know Your Students... As Leaders
Brie Dunn
College of Pharmacy

How can faculty get to know our students as leaders in a way that engages students, provides us with insight into leadership attributes they possess and value, while also assessing their growth and development over time? Students in two electives were asked a simple question: “What does leadership look like to you?” They created an online poster using Glogster, visually representing what leadership looked like to them. Posters included images, quotes, pictures, even videos. A written reflection accompanied their poster and class time was used for discussion.

At the end of the semester, students created a second Glogster and described how their view of leadership changed throughout the semester. A final reflection served to capture the students’ own self-development and assessment when reflecting on their growth as a leader. A comparison to their baseline assessment (or initial poster) was used as an aid for discussion.

Not only did we as instructors have a better connection to who our students were as leaders – the students found the activity extremely valuable. This activity can be used in a variety of settings and audiences. Additionally, it meets various program outcomes including communication, self-awareness, leadership and innovation. Students are given the opportunity to really tap into their creative sides. More importantly, they are able to describe their strengths and weaknesses as leaders through a reflective assignment.

Additionally, faculty get an opportunity to really get to know our students as leaders, meet them where they are, guide them through a journey of development and celebrate their growth. This is an innovative, active-learning strategy focused on discovery—allowing students to illustrate their definition of leadership, reflect on what assets they bring, identify skills needing improvement, learn from their peers and finally redefine their vision of leadership.
Abstract Summaries

Relationships, Reciprocity and Reflection: Incorporating Service-Learning Into Your Courses
Jabari Bodrick
Office of Student Engagement

This presentation is ideal for graduate students, instructors, and faculty members who are interested in teaching a service-learning course or improving the service-learning courses they currently instruct. The presentation details how to incorporate service-learning into a course by using experiences teaching my first service-learning course as a framework. The course was a graduate-level service-learning course designed to help student affairs professionals develop helping and counseling techniques appropriate for use with college students dealing with developmental issues and concerns. The students in the class conducted the service portion of the course at a local high school. The high school’s principal and I collectively decided to have the class develop college preparatory resources for the juniors and seniors at the high school. The students served at the high school for an entire semester. The post-course assessment revealed the high school’s leadership and the students in the course were happy with the service project.

The presentation will explain how service-learning is defined in the community engagement literature, how service-learning is defined at the University of South Carolina and why these definitions are important. The Bringle and Hatcher (1995) service-learning definition will be included because it is cited the most in the literature, but other definitions will be referenced as well. There will be a discussion of the two most popular approaches to service-learning: civic engagement and social justice. These approaches will be covered because an instructor’s values and philosophical approach to service-learning often impact how a service site is selected and how the reflection activities are facilitated. The presentation will then transition into a detailed explanation of my experiences instructing my first service-learning course. I will describe how the community agency was selected, how the students were prepped to enter the service-site, how expectations for all parties involved were established, and how the course was assessed. The presentation will conclude with a list of the things that could have strengthened the service-learning portion of the course and a summary of best practices.

Digital Storytelling: The Power of Three Discussion Starter Technique
Michael Byrd
Arnold School of Public Health

The Power of 3 Discussion Starter Technique (P3DST) helps students refine their presentation skills to increase clarity and conciseness. The student now becomes the teacher, enhancing the entire learning environment for everyone. This technique complements the pedagogical approach of digital storytelling, which has become a powerful instructional tool for both students and instructors. It works equally well in live and distance format classes. Using this method has improved my teaching effectiveness.

The Power of 3 Discussion Starter Technique takes advantage of numerous software applications that support digital storytelling such as Photo Story 3, Movie Maker, and iMovie. Digital Storytelling has many definitions, but usually involves telling a story using multimedia components which include text, images, music, and narration. While digital video technologies are not the cure-all for improving the learning process, this technique engages students at the emotional level. This technique takes the focus off of the instructor, placing it squarely on the student.

What sets the Power of 3 Discussion Starter technique apart from traditional presentation methods? It is simple and straight-forward and applicable to any discipline. There are only five images/slides in the entire project; the introduction slide, followed by three narrated images without any text and a closing slide containing a “discussion starter” question to engage the class. Using this method has improved my teaching effectiveness.

This session will explain the methodology and provide YouTube examples of student work.
Abstract Summaries

12:00 - 12:50 p.m.

Keynote Address
Delivering the Goods: Ten Strategies to Foster Student Engagement
Brad Garner
Director of Faculty Enrichment, Indiana Wesleyan University

Now that you have created a mind-blowing course based upon the best practices of teaching and learning, how should you deliver the goods? The answer: In a manner that actively engages your students and captivates their attention to your course content. You can make that happen in your classroom! Come and learn ten easy yet exciting ways to transform your teaching.

1:00 - 1:20 p.m.

Quality Matters Student Feedback to Improve Online Course Design and Teaching
Tena Crews
Integrated Information Technology, College of HRSM

During this session, the presenter will provide an overview of data gathered from students in a large online course. The data gathered is based on the Quality Matters (QM) Higher Education Rubric, Fifth Edition, standards in an effort to improve the online course. The online course was previously approved through the Center for Teaching Excellence Quality Assurance review; however, the professor of the course wanted to gather data based on the students’ perspectives as to whether the course would meet the QM Higher Education Rubric standards.

Asking for student feedback on course design is a basic principle this professor incorporates in large online courses she teaches. Student feedback on course design is an essential strategy to enhance course design and the online teaching process. Forty-two (42) specific standards within 8 general standards within the QM Higher Education Rubric were evaluated by students. The main question the professor had was, “If my students were assessing the quality of this online course, would it pass using the QM rubric?” The rubric’s eight general standards include the following.

1. Course Overview Introduction  
2. Learning Objectives  
3. Assessment and Measurement  
4. Instructional Materials  
5. Course Activities and Learner Interaction  
6. Course Technology  
7. Learner Support  
8. Accessibility and Usability

Students were asked to provide feedback on 42 specific standards within the 8 general standards by rating whether the standard 1) was not met, 2) was met, or 3) exceeded all expectations. The majority of students (74%) had only taken 1-2 online courses (including the current course) and approximately 20% of the students had taken 3-4 online courses (including the current course). Through a review of the data, the professor was able to decipher whether the students deemed the class as quality approved and investigate where improvements could be made. Enhancing the design of online courses impacts teaching and through student feedback, online faculty can improve both course design and teaching.
USC Students Teaching K-12 Students About Climate Change at the SC State Museum

Sarah Rothenberg
Environmental Health Sciences

Global Environmental Health (ENHS 323/ENVR 323) focuses on toxic pollution and disease burden in developing countries through analysis of international environmental treaties, including the UN Framework Convention on Climate Change (i.e., Kyoto Protocol). In Spring 2015, I partnered with the South Carolina State Museum on a Service Learning project. Each year, more than 100,000 K-12 students visit the museum from all over the state; however, there are few science exhibits throughout the museum. Climate change is part of the South Carolina State Academic Standards, and therefore there is a need to provide perspectives on this global issue.

USC students enrolled in the course during the Spring 2015 semester visited the South Carolina State Museum on their own (free admission), learned about climate change in class through lectures and readings, met with the lead docent from the Museum to discuss preparation, and worked collaboratively in groups of 4-5 to develop poster presentations. On April 17, USC students presented their posters on climate change to approximately 600 K-12 students visiting the State Museum that day.

The outcome was overwhelmingly positive. USC students did a fantastic job teaching K-12 students about climate change. In comparison with previous classes, the class GPA was on average 5% higher. On an anonymous survey, 100% of the students indicated this Service Learning project increased their understanding of climate change (expected), and 100% indicated their understanding of other environmental issues also increased (unexpected). By connecting with K-12 students, USC students were engaged in learning about climate change, which increased their learning and understanding of other environmental topics. SC K-12 students also benefited from their interaction with college students. Everyone’s awareness of climate change increased.

Verbal and Nonverbal Teacher Immediacy in Online Teaching

Jolie Fontenot
USC Union

With the competition for online education so fierce (Gillespie, 2015), the need for teacher immediacy - “communication behaviors that reduce the social and psychological distance between people,” (Arbaugh, 2001) has become increasingly important in engaging and retaining students with the course material. The literature on teaching immediacy has established that instructors who exhibit these behaviors have students who are more motivated, and have better learning experiences (LeFebvre & Allen, 2014). This particular presentation looks at the verbal and nonverbal aspects of speech delivery that an instructor can utilize in both online and face-to-face classroom settings. The presentation will teach advanced speaking delivery skills that will help those teachers who choose to use video or podcasts a better chance at capturing the interest of their students. It also adds greatly to perceptions of teacher credibility by students and ways to generate more class participation (Roberts & Friedman, 2013). The remaining portion of the presentation will show how to exhibit teacher immediacy using social media, such as Twitter and Facebook.
Abstract Summaries

1:30 - 1:50 p.m.

Dialogs with Nature: Butterflies as Teachers
Arlene Marturano
Center for Science Education

As faculty and staff rush to and from classes and meetings and to meet deadlines for grants and papers, take a moment to explore the natural wonders surrounding you on campus. How might phenomena in nature fit your instructional goals and syllabus? A feather, nest, seed pod, cloud, leaf, and even a butterfly are potential props or prompts for the concepts in our courses. Natural phenomena have the power to engage students and open dialogs with nature for the classroom and beyond.

Nature has deadlines too. From August through October monarch butterflies are busy crossing campus in their fall migration to central Mexico where they will overwinter until journeying north next March. The winged travelers, estimated to log 50-100 miles per day, make rest stops for nectar and water and may accumulate as many as 2,000 frequent flyer miles one way. Scientists monitor monarch orientation and navigation, mortality during migration, and overwintering population by tagging them. Tagging data including tag code, location, date, and sex are sent to the Monarch Watch database at the University of Kansas for all monarchs east of the Rocky Mountains. Tags are recovered all along the migration route but the majority of the recovered tags are found in Mexico.

Working with a partner, session participants will hold a monarch, tag, sex, record the data and release monarchs to continue their marathon to Mexico.

Flip 450 Students? You can do it!
Elizabeth Breitbach
Economics

When entering a room of 450 students it is hard to imagine having anything but a prepared set of slides and notes in which to lecture. While this is the format I used when I began teaching, students often became distracted and disengaged with the material. This method of teaching led to a common complaint in my teaching evaluations: the class contained a lot of material, but little application to the real world. I had assumed that students could find the real world application in their own time and it was more important for me to present them as many ideas as possible.

As I incorporated more application into the class I had to decide which topics I must omit. This required me to really think about what I wanted students to take away from this course. I decided that it was not the textbook definitions that were important, they can look those up in the book or Google them, but rather the ability to evaluate and develop an educated opinion on economic statements they hear in the news and from politicians. This is when I decided a flipped class was a better approach for my course goals.

As I begin to embrace the flipped class model in my own class, I would like to share my experience with others who are debating if flipping is right for them or if it is possible in a class with a large number of students. My presentation will examine the hurdles I have overcome planning for my flipped classes, the structure of my course, and some challenges I have experienced after the first few weeks of implementation.
Twelve Easy Hacks* to Improve Student Writing
Kathy Langston
Management, Center for Business Communication

Frustration with student writing exists in all departments at USC with professors often questioning students’ writing preparation. Instead of trying to wedge composition lessons into current courses, professors can access these twelve easy hacks to post in Blackboard so that students have help with their writing.

Introducing short videos (11 minutes or less) and comprehensive websites, I will provide professors with web addresses of free videos and website tutorials that help students write essays, paragraph transitions, and argumentation; improve scientific and business writing; access grammar help (with explanations and quizzes); understand the concept of critical thinking; avoid plagiarism; and cite sources correctly. I will include the helps on the Thomas Cooper Library website.

While I will not have time to play each video, I will introduce each hack to my audience and provide web addresses. Students struggling with certain aspects of writing can easily access the information to improve their writing. I will also have information on USC’s Writing Center and Moore School’s Center for Business Communication for students who continue to struggle after using the hacks. My focus, however, is on twelve easy hacks to add to Blackboard courses.


2:00 - 2:20 p.m.

Argument Mapping for Academic Reading in the Humanities
Brandon Boesch
Philosophy

In the discipline of philosophy, as in many other humanities fields, our courses are text driven. Professors and instructors select particular texts which cover some particular topic of interest to the coursework. These texts vary from academic to nonacademic pieces but are united by the way in which they present arguments for or against some view on some topic.

There are, as I see it, two problems to overcome with this approach to classes. One is getting students to read, typically motivated by daily or near daily quizzes. The other is helping students to read critically, developing the academic skill associated with being able to identify and understand the arguments present in a given text. While there is no easy nor singular solution to this problem, I will outline one approach which has empirical support: argument mapping.

Argument mapping is a process by which students identify important claims within a text and identify the relationships between them. This is done by writing down the relevant claims and indicating diagrammatically how the various claims hang together (e.g. claim A supports claim C, but is an objection to claim B, and so on).

After discussing the argument mapping literature, I will move on to show a couple of examples using philosophy texts. I will then suggest ways in which this might be useful in other disciplines and some of the ways this method might be implemented in a classroom setting.
Using Theater as an Effective Tool to Engage Students in the Learning Process
Shanna Hastie
College of Social Work

Historically, teaching has been considered a discipline with a strong teacher-centered focus. In this process of teaching, students are considered the learners, while teachers play the role of the authoritative expert. The primary methods for teacher-centered instruction include the utilization of lectures and presentations. Although teacher-centered learning continues to be a widely used method for providing instruction, there has been a growing surge to actively engage students in the learning process. One method which has grown over the past 20 years has been the emergence of using theater as an effective tool to encourage student participation. Scholars have suggested using theater as a means to educate and explore various social issues (i.e. HIV) in a supportive, controlled environment. Therefore, theater provides a safe platform for students to discuss complex issues.

In this presentation, teachers will have the opportunity to learn theater techniques that help generate learning objectives which focus on 1) role playing and 2) active listening. This presentation will also allow for open dialogue among various disciplines to discuss how the use of theater can be incorporated within their teaching methods.

Overall, with the incorporation of the skills gained from this presentation students will have the opportunity to increase their 1) knowledge of discipline specific subject-matter, 2) strengthen their ability to think critically regarding complex issues and 3) build on the teacher-student relationship as a collective and reciprocal exchange.

Young Adults ‘Still Movin’ with Older Adults
Joyce Gossard
Exercise Science

Talking to a classroom full of twenty-year-olds about age-related changes and their impact on daily life can be a bit challenging. It’s often difficult for them to imagine not being able to see well, or needing help to stand up from a chair or having a fear of falling due to poor balance. In order to help my students experience and better appreciate the effects aging can have, I get them out of the classroom and into the community where they interact with older adults in a balance improvement class.

The Still Movin’ program is a 10-week intervention aimed at helping adults aged 65 and older improve their balance and reduce the risk for falls. Students in EXSC 563 – Physical Activity and Aging – learn how to administer functional assessments, and teach various components of the class which include a warm-up; resistance exercises; seated, standing and moving balance activities; aerobics and a cool-down. When not teaching, students help ensure that no one falls as they provide participants with any physical or verbal support needed to perform an activity.

The 563 class members also compare pre- and post-test results to determine changes in performance. They present their clients with a personalized scorecard at the end of the program that oftentimes shows improvement in functional abilities. Students get to see the dramatic impact exercise and physical activity can have on older adults’ performance of basic activities like standing up from a chair. They also realize that older adults are fun to be around and some students decide they would like to work with this population in their future careers.

It’s very heart-warming to watch the relationships that develop and grow between the students and their older adult clients over the 10-week period. One student commented “…the experience helped instill in me the importance of communication, compassion and patience.”
Integrative Learning 101: Introducing Beyond-the-Classroom Experiences from the Instructor Perspective
Elise Lewis
School of Library and Information Science

Integrative learning and beyond-the-classroom (BTC) experiences have become a popular practice in university classrooms. Various BTC experiences enhance the learning process for students. The students not only retain the information, but they can later apply the knowledge to real-world situations.

Educators are a key component for facilitating a successful integrative learning experience. Instructors are often encouraged to incorporate integrative learning but the initial steps may seem intimidating. A shortage of time and resources are common obstacles instructors have to handle during the semester. The thought of adding a BTC experience could appear to be a daunting task.

This session will introduce a few basic components of integrative learning and BTC experiences that can easily be incorporated into classrooms. The session will focus on assignments, reflection, and logistics. Resources will also be provided that may aid instructors wanting to introduce pieces of integrative learning into their classrooms. Adding small components will make the task easier on the instructors and allow for new, innovative practices to be implemented in the classroom.

Participatory Learning in a Student-Centered Course
Bert Ely
Biological Sciences

I teach a genetics course for the Honors College that is based on primary genetics research papers published during the year the course is taught. Each class during the first half of the course starts with one or two student presentations. During these 5-10 minute presentations each student summarizes a 2015 genetics paper that is of interest to them. I take notes during the presentations and then lead a discussion of concepts that were presented during the presentations.

Frequent short quizzes help reinforce important concepts. Immediately after a quiz, I redistribute the papers and the students each grade a quiz, looking up the answers or discussing them with other students.

During the second half of the semester, each student submits a term paper based on the paper they presented and two related papers from the primary literature. I edit the papers to be sure that they are accurate and readable and send them back to the students for revision. Once an acceptable version of the paper is submitted, it is published on the class blackboard site so that it can be read by the rest of the class.

The final exam is an open book, open Internet essay exam that is based on the term papers. Additional structure is provided for the course by an outline of important genetics topics culled from the MCAT website. Prior to the first class, each student submits a survey of these topics that indicates their perceived level of knowledge of each topic.

Since the students are in the Honors College many of them have a good grasp of basic genetics concepts from high school and AP or freshman biology, so topics that receive high levels of student confidence are covered lightly during the course. Topics are color-coded based on the student survey and they change colors as we cover them in class. Thus, all of the basic concepts of genetics are covered in the context of specific topics chosen by the students.
Real-World Classroom Collaboration on the Undergraduate and Graduate Level
Paula Feldman
English

This talk describes a graduate and an undergraduate class, designed using a similar model, that were both "a feast of collaborative activity." Students and faculty functioned as a team to accomplish a real-world collaborative task. In the grad class our task was to produce a scholarly, critical edition of Helen Maria Williams’ epic poem, Peru. The students and I became a lived community collaborating on all of the tasks involved in a scholarly editing project. Everyone was genuinely a student learning from the others, just as everyone was genuinely a teacher bringing valued expertise to bear. We began not with a traditional syllabus but, instead, gave each other reading, research and writing assignments that were dictated by the demands of the project, itself.

It was a profoundly transformative communal scholarly experience that eventually resulted in the publication of a book by Broadview Press, entitled Peru and Peruvian Tales (2015). Eager to try this model on the undergraduate level, I taught an honors course, “Digital Humanities and the Literary Annual” (SCHC 452N). After learning about the literary annual and its nineteenth century context in America and England, students each chose one volume to research thoroughly. Working as a team, students crafted introductions to the annuals. I acted as general editor helping the team create a small digital archive for a USC Digital Collections “Literary Annuals” website. In both the graduate and undergraduate courses, knowing that their work would be published and help scholars all over the world motivated students to do their best.

Prior Knowledge: Why Students’ Existing Misconceptions Hinder Their Learning
Janet Hudson
Extended University

Strategy to Enhance Teaching: I propose a session on how instructors can engage their students’ prior knowledge, beliefs and attitudes about the subject to facilitate student learning.

How it Works: I propose to review some of the most compelling research on why students’ prior knowledge both facilitates and obstructs new learning. Moreover, I will share active learning strategies and assignment ideas from a variety of disciplines that will help students recognize their own prior knowledge and help instructors address prior knowledge gaps.

Why it is Significant: The beliefs, attitudes, prior knowledge that a student brings to a course greatly influences his/her learning in the course. Thus developing strategies for engaging students’ prior knowledge and exploring students’ unstated beliefs could improve student learning.

3:00 - 3:20 p.m.

Skiing for USC: Helping Students Explore Group Dynamics in Problem-Solving
Karen Campbell
University 101

Working as a team on group assignments will be an experience every student has at Carolina. Communication, planning, and motivation are just the beginning of a group assignment. How to most effectively work with your group and within a group can be challenging. Whether you are part of a group assignment, committee, social, or sports organization, your role can change based on the group dynamics. Group members may or may not have much in common; but each role is important to the overall success of the outcome. How well do you know whom you are working with? And where each can bring their talent or strength for the common cause?
Skiing for USC: Helping Students Explore Group Dynamics in Problem-Solving” (Continued)
Karen Campbell
University 101

A skiing activity is done to help students explore the importance of group dynamics in solving problems. Two pairs of skis are used during this activity. One pair of skis accommodates five (5) members of each team. For example, a class or group size of 20 (Univ 101) is divided into four (4) teams.

Scenario Script: Individuals have been selected to be part of a group effort to save the University of South Carolina. Consider this to be the Olympic trials where we must find the best team to represent the university.

Instructions:

The first 2 teams are given 3 rules:

1. All group members must stay on the skis.
2. No talking is allowed
3. Group must work together for the common goal of reaching the destination.

Groups move from opposite ends of the hall or outside on the grass. After the first two groups complete the task, the exercise is run a second time with the last 2 teams.

The only two rules for all teams are:

1. All group members must stay on the skis.
2. Group must work together for the common goal of reaching the destination.

Discussion follows within each team and then with whole group. How did each team accomplish the assignment? How did the first set of teams differ from the last two teams? Why were they different? What happened within each group? Who evolved as the leader? Was there one individual who cheered all on to success? All are asked to consider the contributions of each member. Reflecting on the assignment now, how best can you see this being accomplished within your group if your team got on the skis again?

Group planning can make all the difference on campus, with assignments, and within organizations throughout your life. Cooperation is vital and best learned early in the process.

FLIP: Focus on Learning, Innovation and Pedagogy; A Panel Discussion
Alan White
Biological Sciences

FLIP is faculty discussion group, ideas lab, and learning community focused on topics related to the theory and practice of teaching and learning. FLIP is open faculty members, instructors, postdocs, and graduate students who want to study, discuss, and try out various evidence-based approaches to instruction, including student-centered learning, discipline-based education research, flipped classrooms, case studies and other forms of active learning. Come hear a panel of a few of the regular participants to find out how you would benefit from joining FLIP.

Meetings:
First and Third Tuesdays of each month; 11:45am - 1:15pm
Center for Teaching Excellence, Thomas Cooper Library, Rm L511
Using Aquaponics for Integrated Service Learning at USC
Joe Jones
Marine Science Program

First taught in Spring 2015, a special topics course on Aquaponics was introduced (MSCI 599) at USC. This course was proposed based on the growing interest of the Fisheries emphasis in the Marine Science Program as well as the need to provide relevant courses for Graduation with Leadership Distinction.

During the course, students expressed interest in not just learning about aquaponic principles (the culture of aquatic organisms and plants together in a closed system), but also being engaged in a higher level learning experience. In response, the course was updated to include Beyond the Classroom experiences, Community Outreach, Reflections, and both a group and individual project.

Students were actively engaged in the planning and outcomes of the course. Additionally, students expressed great interest in helping develop the course as a class such that the next offering (Spring 2016) was unique for future students. In collaboration with the faculty instructor, students helped brainstorm ideas for a grant that ultimately led to an Integrative Learning grant from the Center for Teaching Excellence at USC. Additionally, community partners were identified through the Office of Student Engagement and the South Carolina Honor’s College (SCHC).

For Spring 2016, Aquaponics will be offered as a service-learning course partnering the SCHC and the Marine Science program. Students will work with the Palmetto Place Children’s Shelter to design and implement a functioning aquaponics system as a combination reflection pool and associated flower bed/garden.

Abstract Summaries

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