



## 2020 Virtual Faculty Conference

This conference provides a thought-provoking and stimulating forum for faculty of all disciplines and experience to share practical ideas and best practices regarding quality teaching & learning.

Please use the **Register** link located beneath each session description to register. You will need to register for **each** session you would like to attend.

We look forward to “seeing” you at this year’s conference!

**September 22-24, 2020**

**Location: Virtual**

**REGISTRATION NOW OPEN!**

**Conference Theme**

**BakerProud:**

**Connect. Achieve.  
Together.**

**Conference Agenda:**  
**Tuesday, September 22, 2020**  
**10:00 AM - 6:00 PM, EST**

**10:00 AM EST-Opening Plenary: The State of Higher Education and Baker College**

**Presenter: Bart Daig, Ph.D.**



**Abstract:** In the opening plenary, Dr. Bart Daig, CEO of Baker College, will address the state of the higher education industry and how Baker College is responding to the challenges faced by colleges and universities in the current climate.

**[Register](#)**



**11:00 AM EST-Session 1: Learning is a Process Not a Product**

**Presenter: Walaa Awad**

**Abstract:** Instructors may have heard of a constructivist classroom, but what does it look like? How is it different from how we normally teach? How do we create a constructivist classroom while still being confident that students are achieving the learning objectives?

In this session, attendees will explore and discuss how learning constructivism is fundamental for successful teaching techniques. Additionally, attendees will discuss how different teaching approaches influence students' approaches to learning. Finally, attendees will explore how these approaches can lead to increases in knowledge that can be measured qualitatively and quantitatively.

[\*\*Register\*\*](#)



**12:30 PM EST-Session 2: Introducing Mindfulness Training to Decrease Stress Among College Students**

**Presenter: Jen Vogtmann, OTD, OTRL**

**Abstract:** Mindfulness goes beyond avoiding student and teacher burnout. It is changing people's lives. It can create less reactivity, promote student engagement, cultivate student compassion, and improve grades and test scores.

In this session, participants will learn about the outcomes from a pilot study using self-care tools for teachers and students implemented in an Occupational Therapy Program. Participants will use the takeaways from the pilot study to problem solve and reflect upon how they can introduce evidence-based mindfulness strategies into their classroom, labs, fieldwork sites, or their practice.

[\*\*Register\*\*](#)



**2:00 PM EST-Session 3: Engaging Students in Real-Time Feedback: Using Instructional Technology to Enhance Traditional Lectures**

**Presenter: Julia Keider**

**Abstract:** A common experience when teaching college courses is the realization that the lecture is not enough, and students are not engaged. Faculty often want to implement more engaging and innovative strategies but often do not know where to begin.

In this session, participants will explore PearDeck, a response tool integrated into Google Slides, and how it provides the instructor with opportunities to gather student feedback through slide presentations within lecture delivery. The session will involve sharing problems, solutions, and lessons learned associated with lecture engagement, and how one program director's experiences using PearDeck has helped in his expansion of the standard Socratic method.

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**3:30 PM EST-Session 4: Stay Connected: Keeping Teacher/Student Relationships Intact When Navigating Academic Integrity**

**Presenters: Joanna Palmer, Ph.D. & Amie Losee**

**Abstract:** Navigating conversations related to academic integrity and professional behavior in the classroom can be difficult. This interactive discussion will examine how the BC Academic Integrity Philosophy can ground and frame these difficult conversations with students, even when an Academic Honor Code Violation needs to be submitted. Discussions will focus on how we can reduce the likelihood of damaging the student/teacher relationship while fostering an environment that allows the student to learn essential, critical skills despite a poor academic choice that could impact the student's ability to succeed.

[\*\*Register\*\*](#)



## 5 PM EST-Session 5: Engaging Students in Collaborative Learning

**Presenter: Keren Allen**

**Abstract:** Do you rely on lectures and presentation slides? Worried about covering all the material and not having enough time to do "fun stuff"? Take the challenge! Find balance with direct instruction and student engagement activities with a Learn to Play and Play to Learn approach.

In this session, attendees will first Learn to Play by providing activities in the classroom and balancing these activities with lectures and discussions. Students then receive direct instruction that prepares them to Play to Learn in student engagement activities that allow them to apply content knowledge. Additionally, attendees will get to experience an activity that has been used successfully in the classroom.

**[Register](#)**



**Conference Agenda:**  
**Wednesday, September 23, 2020**  
**10:00 AM - 6:00 PM, EST**

**10:00 AM EST- Opening Plenary: Meaningful Engagement: Active Learning for the YouTube Generation**

**Presenter: Candice Munoz- Associate Professor, Communication, at Mott Community College**



Abstract: News flash ... technology is changing the distribution of information. Google, Alexa, Siri, and YouTube entail requests to follow, like, and subscribe while some of us are stuck in the world of tuning in. Are devices really more engaging than professors? Explore these topics and new ways to transform your teaching

**[Register](#)**





**11:00 AM EST-Session 1: Teaching and Learning Professionalism: Blending Collaborative and Experiential Learning**

**Presenters: Kristen Conte & Na Li, Ph.D.**

**Abstract:** Authentic assignments/assessments are ones in which students are required to apply principles and concepts taught in a class to real world scenarios or scenarios typical to their chosen career field. An added benefit of these types of activities is that they can lead to the development and improvement of holistic skills, such as professionalism and communication.

During this session, participants will learn about the experience that members of the College of Business had researching and implementing these concepts by mentoring a student-led team that participated in a real-world international business case competition. Our hope is that participants will develop an understanding of the value of integrating unique and inspiring authentic assessment opportunities into the curriculum or as co-curricular experiences that tie authentic assessment to collaborative and experiential learning activities. Additionally, participants will explore examples based on past experiences with projects with community/employer partners and developing service-learning experiences as well as strategies and best practices in establishing criteria for determining reputable and legitimate community/employer partners or invested project sponsors.

**[Register](#)**

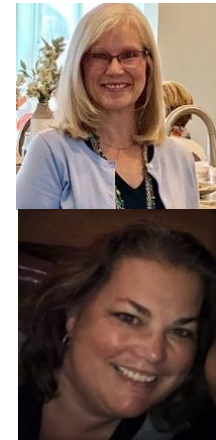


**12:30 PM EST-Session 2: Focus on the Future: Transforming BC's ISLO's and General Education Curriculum to Supercharge Student Success**

**Presenters: Sherrie Donovan, Ph.D. & Joanna Palmer, Ph.D.**

**Abstract:** This Fall Baker College launched new Institutional Student Learning Outcomes. Join us to learn more about the new ISLOs and the new scaffolded, integrated general education courses designed to promote the development of the contemporary and paramount competencies required for academic and professional success. Interactive group discussion will focus on how all faculty across any discipline can identify which competencies they are developing in their courses and how to integrate language and learning activities to promote competency development.

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**2:00 PM EST-Session 3: BC Library and Academic Resource Center (ARC) Services**

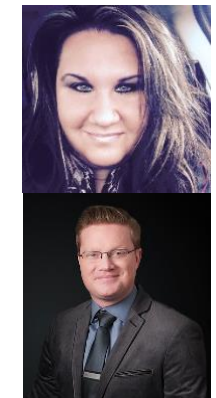
**Presenters: Jessica Hoover, Ph.D. & Patrick Mullane**

**Abstract:**

**Library:** Baker College Libraries provides secure, reliable 24/7 access to Baker's more than 125 databases containing subscriptions to more than 600,000 journals, ebooks, films, and more. This presentation will cover some of those resources as well as an overview of the services provided by our librarians, which includes Research Guides, in-class visits, online reference help, APA citations, and so much more.

**ARC:** This session will allow faculty to become familiar with the tutoring services that are offered and available to all Baker College students (undergrad and grad), faculty, and staff. Attendees will receive an overview of the Tutoring Services platform and processes, obtain student-focused instructions to assist students with scheduling tutoring sessions, and receive a pre-written informational announcement to embed into a Canvas course.

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### 3:30 PM EST-Session 4: Connecting with Students in a Multi-Generational Classroom

**Presenter: Marie Warren, Ed.D.**

**Abstract:** College classrooms today include students who have just graduated from high school to those returning after many years in the workforce. Should learning strategies vary among the multiple generations in the classroom? Maturity, autonomy, and practicality are a few of the many factors that can set students apart from their older or younger classmates. These characteristics can affect student motivation as well as their ability to learn if not taken into consideration when planning and implementing different teaching strategies.

The participants attending this session will gain a better understanding of what instructors need to know to create the right atmosphere, course content, and structure in the classroom when developing an environment that is inviting to a wide age range of students.

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### 5:00 PM EST-Session 5: Discipline-Specific Professional Development

**Presenter: Anca Sala, Ph.D.**

**Abstract:** Colleges and universities in the United States typically have Centers for Teaching Excellence (CTE) which offer professional development (PD) focused on innovations and best practices in teaching, learning, and student engagement. However, discipline-specific professional development is equally as important. This is where professional organizations offer a wealth of opportunities for faculty.

In this session, participants will focus on the impact of discipline-specific professional development on teaching and learning in the classroom, as well as on the development and career progression of faculty. Several approaches to this type of professional development will be presented, including membership and service in a professional society, scholarly activity, continuous education in the discipline, and others. These practices align with the professional activities required for faculty advancement in rank and enable faculty to model life-long learning and professionalism to their students.

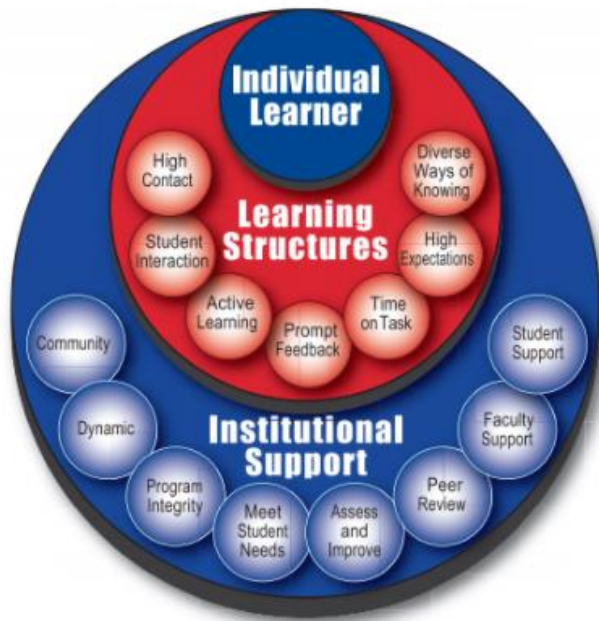
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**Conference Agenda:**  
**Thursday, September 24, 2020**  
**10:00 AM - 6:00 PM, EST**

**10:00 AM EST- Opening Plenary: The State of Academics at Baker College**

**Presenter: Jill Langen, Ph.D.**



**Abstract:** In the final plenary presentation, Dr. Jill Langen, Provost of Baker College, will share information on the state of academics at Baker College. In addition to the achievements of Baker College, the presentation will address the role of the **Baker College Learning Model** in the college's response to the COVID-19 pandemic and ensuring the quality of our academic programs moving forward.

**[Register](#)**



**11:00 AM EST-Session 1: Integrated Model of Online Education and Student Learning: How Can We Apply Theory to Practice in Promoting and Retention?**

**Presenter: Malgorzata Ilkowska, Ph.D.**

**Abstract:** This session aims at promoting discussion of various theories of learning applied to online education and develop ways to promote active learning in students and course retention. The base of the session discussion will be an article by Picciano (2017) that outlines various theories proposing a Multimodal Model of Online Education. Elements of the model will be outlined and applied in the context of their use in promoting students' academic rigor and retention. These elements include content, reflection, evaluation, discussion, self-paced study, social-emotional component, and collaboration. Then, we will explore which elements are used in which elements of a course and which of them may be used additionally to promote our objectives for this session.



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**12:30 PM EST-Session 2: Being the Guide on the Side and Not Sage on the Stage!**

**Presenter: Maryam Jannesari, DNP, RN**

**Abstract:** Hybrid Learning, Blended Learning, "The Flipped Classroom" are terms that generally apply the practice of using both online and in-person learning experiences when teaching students.

In this session, participants will explore these strategies and how they can be leveraged to create a classroom that generates more individualized learning experiences in the learning environment (online or classroom). Inverted /flipped classroom is a shift in the role of students, as they leave the world of passive recipients and join the ranks of active participants in the teaching-learning environment. Participants will leave the session with an understanding of the principles and strategies to implement the flip classroom in any program or major.



[\*\*Register\*\*](#)

### 2:00 PM EST-Session 3: Integrating In-Class Group Exercises

**Presenters: Anca Sala, Ph.D. & Pattabhi Sitaram, Ph.D.**

**Abstract:** In-class group exercises encourage collaborative learning and enhance student engagement. In this session, participants will learn about how such exercises have been implemented in two fundamental courses in the mechanical engineering curriculum. This interactive discussion will explore the need, challenges, success, experience as well as recommendations for improvement of such collaborative learning.

[Register](#)



### 3:30 PM EST-Session 4: Lean Learning Value System

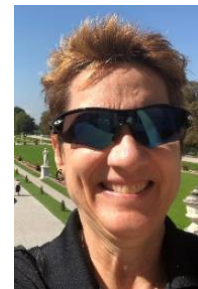
**Presenter: Polly Bashore, Ph.D.**

**Abstract:** Optimization and efficiency are often goals in a manufacturing environment. Maximizing inputs and minimizing waste leads to the best return on investment (ROI). What happens when this paradigm is applied to an educational setting? What happens when W.E. Deming, John Shook, and James Womack are introduced to educational theorists Leo Vygotsky and Jerome Bruner? The answer is the Lean Learning Value Stream© (LLVS).

In this session, attendees will be introduced to the LLVS, a lean process that provides maximum value for the customer (the student) by delivering a product (learning) in the most efficient manner, absent of unnecessary resources (waste). The LLVS not only provides a process for teaching but also reinforces Baker College's curriculum framework demonstrating a structured methodology for improvement.

Participants will walk away with a new method to apply in multiple teaching and learning activities. Also, participants will be able to discuss opportunities for improvement in their lean value streams by assessing past and current discussion threads, assignments, tasks, and curriculums.

[Register](#)



**5:00 PM EST-Session 5: An Introduction to Project-Based Learning**

**Presenter: Jennifer Jenkins**

**Abstract:** Educators have been doing projects in class for decades but were the projects showing the students knowledge, and will that knowledge be retained?

In this session, participants will explore Project-Based Learning (PBL) and the differences between traditional classroom projects and a PBL Project. Participants will learn steps in the PBL process, which incorporate a growth mindset in students as they learning to constructively communicate, research solutions to problems, build prototypes, and work together to create a professional presentation of problem solutions. Additionally, participants will learn about additional benefits of utilizing PBL like promoting skills such as growth mindset, critical thinking, collaboration, and interpersonal communication.

**[Register](#)**

