## Schedule at a Glance

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<td>S20 - “Future of FSI” Open Discussion with Committee Members</td>
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Registrants may participate in as much or as little of the conference as their schedule permits.

----- #FSIengage -----
Session Tracks

Registrants may choose to focus on one track or participate in any session in any track.

Post-Pandemic Strategies
Hosted & moderated by Dan Steward (UIUC) & Dawn Sweet (WIU)
In-depth look at lessons learned from the pandemic and how to apply those lessons to the post-pandemic academic world

Inclusive Teaching
Hosted & moderated by Catherine Polydore (EIU) & Dan Cabrera (NIU)
A variety of methods for both assessing students’ needs and making sure our teaching reaches all members of our diverse community of learners

Care and Community
Hosted & moderated by Stephanie Kratz (Heartland Community College) & Lori Wendt (Parkland College)
Focusing on the importance of building communities of learners and promoting self-care for both our students and ourselves

Teaching Tools
Hosted & moderated by Jamie Nelson (UIUC) & Megan Baird (UIUC)
A showcase of specific technologies and their uses for creating enhanced student experiences

Concurrent Sessions

9:30 a.m. - 11:00 a.m.

SI6 - Rebooting Our Approach to Assessment
Presenter: Stephanie Richter, Northern Illinois University

Objective exams, such as those with primarily multiple choice questions, are common in higher education largely because they are straightforward to deliver and grade. Literature on assessment tells us that they are not the most effective way to measure what students have learned and what they are actually capable of doing. Our year of remote teaching and learning has also underscored how easy it can be to cheat on these exams and how difficult and problematic it can be to deter or catch academic integrity violations.

Instead of promoting a cheating/proctoring arms race, let’s take this opportunity to reboot our approach to assessing what students have learned. In this facilitated discussion, we can talk about alternative assessment approaches like authentic assessments, collaborative projects, or even ungrading techniques. Participants can share their own strategies and challenges in an active discussion.

It will be helpful if participants have a copy of their course learning objectives when considering alternatives to traditional assessments.

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04 - The Ethics of Online Teaching
Presenters: Amanda Smothers, Jason Rhode, Stephanie Richter, & Daniel Cabrera, Northern Illinois University

Conversations related to ethical issues in education are often discussed in all modalities of teaching. Online teaching can magnify the ethical concerns we experience as faculty and students. In this workshop, participants will engage in a discussion on issues of equity, surveillance, and identity in an online environment. Topics covered in the session will include dilemmas surrounding exceptions for students’ late work, student engagement in synchronous and asynchronous settings, unique considerations in synchronous teaching and learning, and exam proctoring. Following an introduction by our presenters of the potential ethical dilemmas inherent in each of these overarching topics, the workshop participants will be dispersed into four breakout groups, each facilitated by a presenter, where they will discuss the most pressing dilemmas they have faced, their thoughts about when these ethical issues have come up in their own teaching, and what their approaches to dealing with these issues have been. After discussing in breakout groups for thirty minutes or so, the entire group will come back together for a debriefing during which members of each group will report out their conversations. Finally, the group will be left with a couple more topics for further consideration as they continue to teach online, including ethical issues with planning and developing online courses and whether learning outcomes can be translated from face-to-face to online learning environments.

08 - Promoting Resilience and Self-care: Rebooting Graduate Student Experience
Presenters: Evguenia S. Popova, Rush University, Bridget Hahn, OTD, OTR/L, Rush University, & Celeste Januszewski, OTD, OTR/L, University of Illinois at Chicago

Transition to online learning as a result of COVID-19 placed unprecedented stress on students and faculty alike. In addition to the graduate learning environment's typical stressors, students have been increasingly reporting “Zoom exhaustion” and increased social isolation from peers, friends, and family.

In this workshop, we discuss emerging findings on the students' self-report of 1) contributors to well-being in graduate students in occupational therapy, 2) impact of stress on student's participation and satisfaction with critical life roles (e.g., student, friend, family member), and 3) supports and barriers to student well-being in graduate education. The workshop will encompass facilitated discussion and opportunities for experiential self-care practice in individual and small breakout groups. The presentation will conclude with action planning on rebooting the graduate student experience.

We present a series of strategies to support student well-being in the classroom as we strive to “reboot” student experiences in graduate education. Specifically, we explore strategies for supporting student's well-being within mental (promoting self-awareness, mindfulness, and reflexivity), interpersonal (building supportive relationships with faculty and peers), and physical health domains (encouraging mindful movement and exploration of the mind-body connection). Examples of assignments geared to support student wellness will be introduced. The importance of modeling self-care by faculty is discussed.

A brief overview of opportunities to incorporate wellness through interdisciplinary and interinstitutional collaboration will be presented. Faculty can collaborate with university health,
wellness, and counseling resources to support student awareness and access to services. Faculty can also explore how to decrease student stress by integrating assignments that emphasize mindfulness, intentionality, and gratefulness into the curriculum. An example of a well-being initiative integrated into midterm and finals weeks in collaboration with the Art Institute of Chicago will be presented.

The workshop will encourage participants to work together to develop a personal action plan for integrating the strategies presented into their teaching.

We intend to lead the participants through three experiential self-care exercises:
1) Body scan and individual reflection on the mind-body connection
2) Mindful check-in with other attendees in small breakout groups
3) Gratefulness activity and self-reflection on personal strengths and opportunities for growth

Participants are not required to prepare anything ahead of time. Participants are welcome to email us ahead of the presentation with any questions: Evguenia_S_Popova@rush.edu, Bridget_J_Hahn@rush.edu, and celestej@uic.edu.

9:30 a.m. – 10:15 a.m.

S18 - [Blackboard] - Inclusion through Connection: How Ally Serves Students & Faculty in Digital Learning Environments
Presenter: Edgar Gonzalez, Sr. Client Experience Manager, Blackboard Inc.

Students bring diverse needs, life circumstances, and cultural perspectives with them into the classroom that can impact their academic achievement and socioemotional well-being. Inclusive teaching strategies can help instructors design experiences that anticipate student needs and foster a sense of belonging. In this session, we’ll discuss several considerations for inclusive remote teaching practices through the theme of “connection,” focusing on strategies that help students connect with each other, with the curriculum, and with their learning preference for more effective and more equitable learning experiences.

10:15 a.m. – 11:00 a.m.

S19 - [Turnitin] - Leveraging Gradescope to Improve Student Learning Outcomes
Presenter: Lyn Riverstone, Gradescope by Turnitin

The shift to online or remote learning has presented significant challenges related to teaching and learning, specifically for assessment. The struggle to provide impactful feedback and foster meaningful interactions with our students and faculty through the use of technology continues to be an area of focus and continuous growth. In this session we will introduce Gradescope, a solution that provides a streamlined workflow to easily deliver your existing assessments, collect student work, grade with efficiency and consistency, and return timely feedback to students. You will discover how you can easily implement Gradescope into your current assessment workflows, and how it can increase connections with your students, both face-to-face and online.

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11:15 a.m. – 12:00 p.m.

S06 - Zooming from the Classroom
Presenters: Laurie Erickson & Wade Jarrell, Blitstein Institute of Hebrew Theological College

Many students and educators were skeptical when colleges switched to remote learning to cope with the pandemic last spring. After a year of familiarity and upgraded technology, the use of Zoom in the classroom has helped our department achieve results that exceeded our expectations. Thanks to the investment in large-screen monitors, ceiling cameras and better wireless connections, the use of Zoom has resulted in excellent student engagement, high retention, and a robust lab experience. Our hybrid classes have been conducted from the classroom, with part of the student body attending in-person (using social distance) and others attending by Zoom. The chemistry and anatomy labs fulfilled the traditional lab activities by partnering the classroom and the zoom students. This presentation will review the factors contributing to success at our institution and whether they can be replicated at other colleges.

S07 - Creating Inclusive and Engaging Classroom Environments with Video Technology
Presenters: Megan Holt, Yvonne Johnson, Michael Strunk, Jennifer Howard, & Michael Taylor, Northern Illinois University

Discussion centers around the pandemic and how higher education experienced an unanticipated and unprecedented demand for video recording options. NIU’S Center for Innovative Teaching and Learning hosted a Teaching Effectiveness Institute (TEI) where guest speakers and online teaching experts coached faculty on strategies and techniques to create an engaging, inclusive environment via the use of video and technology.

Participants of this workshop will begin with an overview of TEI and the corresponding workshops provided by the Center of Innovative Teaching and Learning. Examples include how the TEI Blackboard Community engaged faculty using the Padlet digital bulletin board and the Flipgrid video communication tools to engage in conversations. Each of the subcategories was presented to meet a specific need voiced by faculty. FSI participants can then join one of the breakout rooms to learn more about a specific topic (audio quality, video recording and mobile devices, video recording for beginners, or micro lectures).

Upon completion of breakout rooms, group will reconvene to discuss the next evolution of video/classroom technology. Post-pandemic, what will the classroom look like? Is going back to normal ever going to be normal? What role will video technology play in social-distanced classrooms?

S15 - Using Pre-Course Surveys to Identify Students' Needs, Interests, and Prior Knowledge
Presenter: Katie Plaisance, University of Waterloo

In the transition to remote teaching during COVID-19, I was uncertain what resources, needs, and preferences my students would have; rather than trying to guess, I designed a pre-course survey to solicit this information in advance. Doing so allowed me to design online courses that maximized student engagement while giving students the flexibility to interact with the course material in ways that worked well for them.

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My pre-course survey included questions about their technological resources (e.g., internet bandwidth), preferences and availability for synchronous sessions, challenges they'd faced with other online courses, and any accommodations they might need to succeed in the course. I also took the opportunity to ask students questions about themselves (e.g., program of study, preferred first name, pronouns), as well as questions related to the course content. This not only gave me a better idea as to who my students were before the course began, but it also gave me insight into their relevant prior knowledge. I ended up having students fill out a shorter version of the survey at the end of the course as well, using some of the same questions about course material that I used in the pre-course survey. I then shared with students the aggregate results of the pre- and post-course surveys. This approach also had the benefit of demonstrating to students how much they had learned in the course.

In this session, I will lay out my approach to using pre- (and post-) course surveys, which can be used when we return to in person (or post-pandemic) courses as well. I will highlight their benefits and share some advice regarding what questions to ask (and how to ask them). I will also provide participants with a template they can use to set up a survey using Google Forms.

The session will be run in three parts: (1) overview of pre-course survey tool, (2) Q&A, (3) interactive discussion with participants about what other questions might be good to ask, and how else to tailor the survey to particular course contexts (e.g., larger courses vs. smaller courses, STEM vs. humanities courses, etc.).

**S01 - Creating Your Classroom in Virtual Reality with Virbela Frames**
Presenter: Mfon Akpan, Harold Washington College

Virbela Frames is a private virtual classroom space that is easy to share with students. There are no virtual reality headsets required. Participants will learn:

- The basic functionality of Virbela Frames.
- How to create a free Virbela Frames account.
- How to upload content (PDFs, images, and videos) to Virbela Frames.
- Essential classroom facilitation in Virbela Frames.
- Understand Virbela Team Suites.

1:00 p.m. – 2:00 p.m.

**S03 - A Better New Normal: Drawing on Our Pandemic Adaptations to Innovate Our Instruction**
Presenter: David Favre, University of Illinois at Urbana-Champaign

Instructors had to adapt to moving their courses online by changing the format and manner of their instruction. These adaptations may prove to be long-term innovations if they are retained going forward when students return to the physical classrooms. Innovations may be kept as they are, mixed with pre-pandemic teaching methods, or discarded in favor of something else. We’ll have a brief discussion about the changes to online instruction and how it forced us to teach differently. I will ask participants to consider how these changes impacted their students by considering one method of their pedagogy that changed the most. This method could be connected to learning activities, assessment, classroom management, student motivation, student equity, etc.

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Participants will be asked to write their identified teaching method on a Google Jamboard with a list of its pre-pandemic pros and cons. They will be asked to illustrate how their students have responded to this method by drawing and inserting graphics on the Jamboard, then do the same for their adaptation to this method for their online instruction during the pandemic.

Now that they have their before and during characterizations, participants will be asked to self-select a breakout room with the theme of their identified method, for example, learning activities. Breakout rooms will have a max of 5 participants. Groups will “play pass the problem” by going to each other’s Jamboard and adding stickies with ideas to extend the innovations for students returning to the classrooms. Participants will then read their solution suggestions from other group members with a small group discussion to follow. One participant will be identified to report out to the larger session when everyone returns from their breakouts.

Participants will be encouraged to make connections with the innovation solutions they hear and later have access to through a sharing of Jamboards. The “better new normal” may become a reality when instructors apply innovations from their own pedagogical adaptations and those of their colleagues.

**S10 - Innovative Pedagogy: Harnessing Research-based Effective Teaching Practices to Improve Online Classes**

Presenters: Yvonne Johnson & Stephanie Richter, Northern Illinois University

Online teaching can feel overwhelming for faculty who did not plan to teach online and may be using unfamiliar technology. Implementing innovative teaching practices often present additional challenges when faculty time and resources are limited. During this session, discussion will focus on research-based teaching practices that faculty learned and implemented as part of an Association of Colleges and Universities effective teaching practices certification program. Discussion topics will address instructional techniques used for creating an inclusive and supportive learning environment, promoting active learning, designing student-centered courses, and inspiring inquiry and preparing lifelong learners. After an introduction summarizing the program implementation, participants will be led through discussions on the research-based teaching practices and insights gained from the implementation of these practices in online courses. A Google Doc will be used to capture ideas from participants and provide a space for continued collaboration. The group will be challenged to think about how they can build on insights gained during the session to create inclusive and engaging educational spaces at their universities. Additional issues for consideration will be discussed when considering how the techniques may be applied in online, face-to-face or hybrid classes.

**S13 - A Values Affirmation Exercise on Jamboard**

Presenters: Murillo Soranso & Kate LaBore, University of Illinois at Urbana-Champaign

Values Affirmation exercises are simple interventions that can be done anytime. These activities have been shown to reduce stress in situations that threaten self-integrity (such as social isolation), help reduce the achievement gap for students in under-represented groups, as well as give instructors a deeper knowledge of who their students are. This workshop presents a case study of a VAE in a first-year success program at the University of Illinois. We will demonstrate a strategy for doing a VAE in an online context, using Google Jamboard to create a wayfinding

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map. The maps are used later as memory prompts for reflection. We'll demonstrate the use of ePortfolio to capture the map and subsequent reflections. Participants will need to log in to a Google account to use Jamboard.

**S05 - Adventures in Remote Science Labs**  
Presenter: Laurie Erickson, Blitstein Institute of Hebrew Theological College

The COVID pandemic has created a strong demand for innovative ways to teach science, in particular the laboratory aspects. My college has revised the labs for General Biology into shorter activities that can be accomplished in the home, as part of the synchronous course in Biology 1. The kit contains measuring equipment, disposable plastics, and small bottles of reagents for 12 experiments that include hypothesis testing, at a cost of less than $100. The student provides common ingredients such as salt, sugar, acids (vinegar, coffee), bases (bleach), and test samples (carbohydrates, lipids, proteins, vegetables). This presentation will describe the contents of the lab kit, the experiments, and the challenges and benefits of remote labs, including several surprising successes. These lab kits have been successful for three semesters since the pandemic began.

2:05 p.m. – 3:05 p.m.

**S09 - Simulation-Based Learning in Social Work Education: Reflections on Shifting Between F2F and Online Formats**  
Presenters: Allison Salisbury, Kevin Tan, & Teresa Ostler, University of Illinois at Urbana-Champaign

Simulation-based learning (SBL) was first introduced into our social work curriculum in Fall 2019. SBL utilizes actors to portray authentic scenarios and provides opportunities for social work students to practice clinical skills in low-risk environments. However, when the COVID-19 pandemic struck in March 2020, the social work profession rapidly pivoted and moved many services to a remote format. Similarly, we adapted our SBL to an online format, reflecting our profession's shifts in practice modalities. As we plan a return to the classroom for the Fall 2021 semester, we utilize our experiences, combined with evidence-based practices, to enhance students' learning as we return to the classroom.

In this synchronous session, we propose three active engagement techniques: observing a model simulation, debriefing the simulation, and participating in a facilitated discussion. We will introduce the simulation in 10 minutes by identifying the purpose of simulations in social work education, listing applicable competencies, describing the case scenario, identifying the actors involved, and sharing relevant background information. The clinical demonstration references a case scenario from a master's (MSW) level clinical practice course and will last approximately 15 minutes. We will then debrief on participants' observations of the engagement process and reflections on the simulation, which will last approximately 15 minutes.

Scaffolding from the debriefing component, we will engage participants in a 15-minute facilitated discussion on incorporating online best practices into the classroom. From instructor considerations to student applications, we will focus on identifying and addressing inequities to student learning. Potential examples include, but are not limited to, instructor preparation, modeling of clinical skills (e.g., rapport-building, conveying empathy, goal development).

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instructor adaptability, positionality of students and actors, props utilized in the simulation, technological barriers, utilizing reflection assignments to master competencies, student attendance and preparation, and addressing concerns and anxieties for performing in simulations. We will also reflect on the inequities experienced by students enrolled in online simulations, and ideas to address inequities experienced by students enrolled in classroom-based simulations.

S02 - Upgrading Course Experiences for Digital Immigrants and Digital Natives
Presenters: Shannon Kamp & Kelly Brown, Orbis Education

Taking a moment to determine your Digital Identity allows you to reach your students in upgraded and out of the box ways. Knowing if you are a Digital Native, Digital Immigrant, or somewhere on the digital spectrum between, provides opportunity for student and faculty support, new learner engagement, and freedom for personal growth. During this session, the audience will engage with Poll Everywhere and Padlet, as well as walk away with immediate ideas to incorporate into their courses and programs that will support student success in the digital age and faculty transformation in their push to be online educators. The focus of our time will be on identification of where our audience members are on the digital spectrum, identifying biases within the digital identification, and acquiring different ideas and methods that can be put into place that will support all students, no matter what their digital identification may be. Attendees may choose to create a free Poll Everywhere or free Padlet account prior to the session, but it is not needed for participation. Attendees will want to have access to two devices - one for Zoom interaction and another to interact with the hands-on applications provided.

S12 - Role Play or Real Play: Optimizing Simulated Scenarios
Presenters: Celeste Januszewski, OTD, OTR/L, CPRP, University of Illinois at Chicago & Evguenia Popova, PhD, OTR/L, Rush University

Roleplay is commonly used to teach communication skills -- yet it can be a struggle for students to engage in the clinical simulations authentically. This session presents evidence-based strategies to facilitate roleplay in a way that promotes students’ active engagement and genuine self-reflection.

Effective communication is an art and science. Interpersonal dynamics are complex and unpredictable, requiring decisions and responses in real-time. This makes teaching communication skills an elusive and challenging experience. Roleplay is a dynamic, interactive, active learning strategy that allows a participant to think on their feet and react in the moment to the challenging situation before encountering it in real life. A scoping review found that roleplay provides the opportunity to practice skills in a safe environment, receive immediate feedback from peers and facilitators, and self-reflect on interpersonal communication effectiveness (Pilnick et al., 2018).

Despite its benefits, student’s responses to roleplay are rarely neutral. Course evaluations have polarizing views on roleplaying in the classroom -- students either love it or hate it. As faculty, we were concerned about the lack of authenticity in peer roleplays. We were at a loss about how to enable roleplay to calm down fears and promote a genuine experiential learning environment. Begging the question, how does one facilitate roleplay in a way that promotes active engagement and true self-reflection?

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This session introduces roleplay strategies that are currently used (e.g., using role scripts, debriefing, video feedback) and the evidence behind these strategies. Benefits of integrating improvisation techniques (e.g., yes and, tap in, tap out, focus on the here and now) to support the roleplay participant’s success in acting truthfully in a roleplay situation are appraised. Solution-focused strategies for addressing challenges that frequently arise during roleplay will be explored. How to roleplay in an online format will be discussed.

The workshop will include short videos to illustrate roleplay strategies. Via Zoom breakout groups, participants will explore roleplay facilitation skills and reflect on how these strategies can be adapted and applied to their teaching and practice. No preparatory work is required.

S17 - [Adobe] - Integrating Adobe Creative Cloud in your Classroom (45 mins)
Presenters: Kevin Bryant, Strategic Education Customer Success Manager, Adobe, Todd Taylor, Senior Strategic Development Manager Education, Adobe, and Jim Babbage, Adobe Stock Senior Solutions Consultant, Adobe

In this course, you will learn how faculty can integrate digital literacy across the curriculum for all students. We will focus on Adobe Spark, Adobe Rush, and Adobe Portfolio. This will include brief demos and use cases of how these were successfully integrated into the curriculum of multiple Adobe Creative Campuses.

3:10 p.m. – 4:10 p.m.

S20 - "Future of FSI" Open Discussion with Committee Members

What topics would you like to see covered when we return to an in-person FSI next year? What did you like or dislike about past FSI conferences? This is your opportunity to share your ideas and feedback!

S14 - Rebooting Help Seeking: Online Peer Tutoring
Presenter: Elizabeth Dolly Weber, University of Illinois at Chicago

The Language and Culture Learning Center Language Peer Tutoring program opened in Fall 2018; undergraduates in upper-level classes in Spanish, French, Italian, and German take a one-semester training class and then move on to paid peer tutoring for 100-level students. Our program was entirely in person until the pandemic. We had considered some online tutoring options, but were daunted by the prospect of the superstructure we’d have to create in order to get that started.

The pandemic jump started that project. In March 2020 we had to move the LCLC Language Peer Tutoring program online. We experimented with a few options and settled on Blackboard Collaborate for these one-on-one tutoring sessions.

The move entailed creating training documents for the tutors and finding ways for tutors to access online materials for the classes they support. We also created an online support system, with graduate student employees checking in on every peer tutor during each of their shifts and recording information about the visit. At the moment, we have 29 peer tutors and 66 individual

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shifts, so this is a substantial undertaking, but one we feel is necessary to support these undergraduates and ensure that each online tutoring session atmosphere is professional and productive.

Our experience has been that all online peer tutoring is feasible, but that allowing choice will be the way forward, once it is possible. Tutors report that the virtual tutoring sessions are more difficult for them because using all online materials is time-consuming and can introduce glitches. The most obvious advantage of online tutoring—the fact that it’s easily accessible from any location—has attracted fewer students than one would assume.

As this is a campus-wide finding (for various help centers with different student foci), we postulate that the lack of choice of venue, along with screen fatigue, underlies the lower-than-average attendance at tutoring. We anticipate that having both in-person and online tutoring in the future will in fact attract more students, once they see it as an option that allows them to connect when they want.

So, we propose to reboot our peer tutoring program in the fall (hopefully) with both in-person and online options. Now that we have been tutoring online for a full year, we have the procedure down and feel confident that we will be able to better serve our student body with the dual option of in-person and online peer tutoring.

This session will discuss the steps to bring the peer tutoring online (this is applicable to any kind of help center, and even to online office hours) and may include the experiences of some of the peer tutors themselves (undergraduates) as part of an exploration of all-online peer tutoring. We’ll create a dialogue and ask the participants about their own experiences.

**S11 - The Value of Collegiate Esports**

Mods: Jamie Nelson & Megan Baird, University of Illinois at Urbana-Champaign
Panelists: AJ Taylor, Angela Yang, & Michael Raycraft, University of Illinois at Urbana-Champaign; Jarrod Rackauskas, Heartland Community College & Unit 5

Heard of esports, the billion-dollar global industry based around competitive video gaming? Is your school involved? Should it be? Join our panelists as they talk about their unique roles in the collegiate, as well as high school, esports landscape. They’ll hit on numerous aspects of collegiate esports from getting started, to recruitment, career opportunities, academic tie-ins, research, work/life balance, wellness, diversity, event production, campus advancement, etc. We’ll talk about the future of esports and leave plenty of time for your questions and comments.

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**Pre-recorded Video Presentations**

The plan is to make these available to registrants about one week prior to the conference.

**V01 - Ch-Ch-Changes: Innovation, Flipping, Empathy, and Community**
Presenter: Laurie Lewis-Fritz, Lincoln Land Community College

Teaching during a global pandemic—it isn’t for the faint of heart. For the past year, everything about teaching and learning has had to be adapted to fit the needs brought about by the global

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pandemic. Crises bring creativity, and, though the thought of returning to the classroom is exciting, some of the changes made should stay.

In this presentation, I will discuss how the pandemic has changed what I do in the classroom and how those changes will impact my post-pandemic teaching and learning. As a music professor, the pandemic necessitated innovation in how I approached lessons and ensembles. For example, a departmental collaboration that I coordinated gave students in our department an opportunity to showcase what they had learned. Now, I am working on how to make interdisciplinary collaboration a more regular part of the curriculum where I teach. We learned that lessons could be successfully offered synchronously and asynchronously. Now, we realize that these formats should both be options for students who may otherwise miss lessons for a variety of reasons.

I have now made dozens of videos—lectures, explanations, feedback, and more. These videos can be used to flip the classroom moving forward. Students can watch the lectures outside of class, then apply what they learned to in-class activities and projects. This will deepen students’ learning experience.

I used to think I was an empathetic instructor. I still believe I was, but the shared experience of enduring a global crisis has heightened this sense of empathy and responsibility to ourselves and each other. I will discuss what empathy and compassion have looked like in my courses and how this will impact what I do moving forward.

Creating a sense of community was more important than ever in this time of increased isolation. Drawing from my own ideas and those espoused by Quality Matters, I will talk about what I did and what I will keep moving forward to keep classroom connections strong.

**V02 - Why Use Open Educational Resources (OER)?**
*Presenters: Leunda Hemphill & Hoyet Hemphill, Western Illinois University*

Our presentation will address the following questions: What are the critical issues and benefits of using OER as course resources? How are other educators using and adapting OER to create a better learning experience for students? What tools and strategies are available for evaluating, curating, and sharing OER content? Questions will be posed at different points of the recorded video to encourage participants to apply what is covered to their own practice. At the end of the presentation, links will be provided to additional resources and to presenters’ contact information.

**V03 - Virtual Telehealth Education for Nurse Practitioner Students Amidst COVID-19**
*Presenters: Kathryn J. VanderZwan & Janey Kottler, University of Illinois at Chicago*

The subject of this presentation centers around the usage of telehealth simulation for nurse practitioner students via Zoom technology. The need for telehealth education came to the forefront with the onset of COVID-19. In turn, educators needed to rapidly pivot to online learning modalities. Usage of Zoom technology to provide simulation experience is a valid example of how educators were able to reboot their educational pedagogy. Demonstration of the simulation curriculum using Zoom technology will be presented. Participants would need to familiarize themselves with Zoom and the FSI portal.

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V04 - Maintaining the Expectation of Student Self-Care  
Presenter: Caryn Stanley, University of Wisconsin Platteville

Prior to the pandemic, many students struggled with time management and making self-care a priority. It's not a discussion that professors often had with their students, beyond attendance policies and due dates. When the pandemic hit, we saw that inability to balance self-care (for both students and professors) was a larger issue than many of us had previously realized. We were all used to coming in to work or class sick. We were used (and honestly, expecting) to get sick with colds and flus. We had our arsenal of OTC medications that we considered "self-care". Over the course of the last year, we have learned, on the fly - generally how to be better humans to one another; how to put self-care and family above due dates; how to be flexible while not sacrificing attainment of learning outcomes. This prerecorded video will provide a few options for instructors and professors to maintain some of that humanity and flexibility in their courses when shifting back to face-to-face. As we reboot student experiences, it will be important that we reboot our teaching philosophies as well. Yes - there are learning outcomes that we all need to attain - but doing so in a way that recognizes our students' competing demands can provide an atmosphere of engagement and learning that is more productive as compared to pre-pandemic experiences. Participants will receive access to a few examples of syllabus language to help support this philosophy.

V05 - Supersizing Your Pedagogy With Micro-learning  
Presenter: Melony Shemberger, Murray State University

Students in colleges and universities learn differently today, thanks to the influence of technology. Learning in higher education is no longer limited to textbooks, class lectures, presentations and other traditional methods. A logical approach to address this modern dilemma is micro-learning, an onboarding method typically used in corporate learning for employees to learn about an organization's culture, mission and compliance. One of the fastest growing online learning trends, micro-learning (microlearning, micro learning) breaks down dense, challenging information into discrete pieces, making it more manageable for learners to grasp and consume and helping them to build on that knowledge. In higher education courses, instructors can implement micro-learning to help meet the cognitive needs of students. With micro-learning, content is delivered in small, bite-size pieces, providing students with focused information and control over the content flow. Though higher education has evolved in the context of learning management systems (LMS) and educational technologies, creating micro-learning content might be a promising pathway for instructors to consider even in face-to-face courses. This brief instructional video for faculty argues for the consideration of micro-learning, provides guidance on immediate strategies to integrate micro-learning, and offers best practices to minimize challenges.

V06 - What We (Faculty) Learned at the Online Course Design Academy  
Presenters: Tracy Miller & Indrani Sanyal, Northern Illinois University

The COVID-19 pandemic warranted flexibility and grace; and yet it also required a Keep Teaching in times of stress attitude. The Center for Innovative Teaching and Learning (CITL) at Northern Illinois University applied design thinking principles to rapidly prototype an online design mini-course in response to the COVID-19 pandemic. Like most university centers for teaching and

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learning, in March of 2020, the center had 2 weeks to create development opportunities for faculty and instructors transitioning their intersession courses to online delivery. We started with an existing course design academy created for faculty designing and developing online courses for a fully online program.

As time progressed, we recognized the need to scale up the number of academies to facilitate summer course development and, finally, fall course development. In the end, we facilitated 9 sections of the Online Course Design Academy (OCDA-3 or academy) from April into late summer for almost 400 educators and impacted almost 500 course developments. We used an iterative program evaluation and response approach to ensure that our Academy had the highest potential to help faculty develop courses for online delivery. After each iteration of the academy, we made meaningful changes to the academy's structure, learning activities, and interactivity while still meeting our academy objectives. This approach enabled us to calibrate the Academy predicated on the quality of participants’ course design work and the formal and informal feedback we collected from participants and staff facilitators.

In the fall of 2020, CITL re-engaged OCDA-3 alumni in a dual asynchronous focus group activity. By then faculty had taught the course they designed during the academy and witnessed the effect of the design and their preparation as they delivered the course. This will include antidotes of how students reacted to these outcomes. This dynamic virtual poster will share the results of the end-of-academy results and iterative changes to each academy offerings. As well as, the Lessons Learned that dramatically changed the way the faculty participants will teach going forward and how they will reboot student learning.

V07 - Is the learning analytics tool good or bad for college students?  
Presenters: Su Jin Park & Chae Young Chang, Indiana University Northwest

COVID-19 has changed how we work, learn, and interact as social distancing and wearing a mask has been a new norm. This is the case for higher education. Students have been forced to stay away from school, and their learning shifted to virtual or remote learning. Accordingly, they have felt more isolated from the course and frequently fell behind. To identify student who fall behind and to have them on right track, institutions in higher education have strived to use learning analytics data and tools especially embedded in the Learning Management System (LMS). In particular, learning analytics data showed students' learning behaviors such as logins, time spent on the course site, video watching, and assignment completion. When properly used, they are valid and effective predictors of students' success, optimizing personalized learning. Some institutions, however, have reported the learning analytics data being included as participation grades. From student's perspective, it would be serious concern. Imagine that every single behavior in LMS sites had been monitored! It would trigger student's anxiety and privacy issue.

The presentation thus discusses a proper usage of learning analytics tools to increase students' sense of belonging and ownership of learning in the course so as to enhance students' engagement which ensues effective learning.

V08 - Alternative Online Assignments for Clinical and Lab Courses  
Presenter: Lirim Neziroski, Prairie State College

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During Covid shutdown and the subsequent remote learning period, students in traditionally in-person experiential courses - such as science lab and Nursing (Health Professions) clinical courses - were no longer able to access their clinical sites and science labs. As a result, academic programs had to find alternative online, virtual, or remote activities and assignments to teach/demonstrate and observe/grade clinical and lab skills. My presentation will describe strategies for moving traditionally in-person courses (labs, clinicals) to an online environment. The presentation will provide examples of academic programs that have successfully found online alternatives (such as at-home lab kits, at-home clinical skills demonstrations, online video databases), and it will describe the challenges and benefits of using the alternative online tools.

**V09 - Using Videos for Teaching and Learning**
Presenters: Hoyet Hemphill & Leaunda Hemphill, Western Illinois University

Our presentation will address the following questions: How can videos be integrated into online and face-to-face classrooms? What are effective types of videos that can be used and created by teachers and students to enhance the teaching and learning experience? What are practical guidelines for creating quality videos? Questions will be posed at different points of the recorded video to encourage participants to apply what is covered to their own practice. At the end of the presentation, links will be provided to additional resources and to presenters’ contact information.

**VI0 - [Bluescape & Haworth] - Delivering an Equitable Student Experience: Transformative Teaching and Learning Technology Driving Innovation and Collaboration for Student Success. Hybrid, Remote, Face-to-Face**
Presenters: Mary Basel Christopher, Haworth Account Executive for Higher Education and Donna Chapman, Bluescape Director of EDU

Join Bluescape & Haworth to learn how technology can drive innovation, collaboration, and academic success to transform the student and faculty experience. Multiple systems, tools and data points in learning technologies is no longer effective nor sustainable. Learning spaces will need to foster confidence in people that their well-being is protected. Leveraging virtual learning and connection is even more critical to keep students, faculty, and staff engaged through both physical and virtual environments. The focus is on upholding academic standards, while providing a transformative holistic and equitable teaching and learning experience that is collaborative, inclusive and productive to increase engagement, and improve outcomes. Explore how our persistent visual collaboration platform integrates with your existing tools and meets students and educators where they are at from anywhere on any device.

**VII - [D2L] - Learning Strategy and Creative Services**
Presenters: Holly Whitaker, Learning Strategy Consultant, D2L and Alyssa Filippi, Learning Experience Consultant/Instructional Designer, D2L

Additional resources available from D2L:

- [Connect and Engage with Your Students](#)
- [Prepare Your Students for the Future with Brightspace](#)
- [ Easily Find and Prioritize Student Submissions with Quick Eval](#)
- [Enhance Your Learning with the Brightspace Platform](#)

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We hope to see you in person in Champaign at the next FSI in May 2022!

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