Tuesday May 23rd: Opening Tour & Workshops

Siebel Center for Design Tour and Workshop

**Location:** (Siebel Center for Design)

**Tour (9:00 – 9:30):** (For those that want to walk, drive, bus, bike to Siebel Center for Design)

**Workshop (9:30 – 11:15):** Exploring Ways of Integrating Design Thinking in your Teaching

**Presenters:** Saad Shehab (University of Illinois) Marc Thompson (University of Illinois), Kim Ervin (Eastern Illinois University), Hesham Hassan (University of Illinois), Jordan Leising (University of Illinois), and Mitch Kage (University of Illinois)

**Description:** Design thinking is a human-centric, creative, problem-solving approach that relies on empathy and iteration. This workshop will introduce you to design thinking and ways to integrate it in teaching and learning. It will demonstrate how you can teach about, through, and with design thinking in learning contexts. It will share design tools you can use for teaching and learning. This workshop will close with an overview of several other learning design strategies—UDL, Visual Design, Backward Design, Usability, and Interaction Design—all of which will be represented at a Learning Design Table in the iHotel Ballroom throughout the conference.

Integral Design Thinking (IDT) Framework – A Strategic Framework for Holistic Creative Problem-solving Methodology

**Time:** 9:00 – 10:30 am

**Location:** (Lincoln-I Hotel)

**Presenters:** Dr. Maya Jaber (University of Wisconsin Platteville) and Dr. Caryn M. Stanley (University of Wisconsin Platteville)

**Description:** This workshop will provide participants with a new tool for their creative thinking and problem-solving toolbox. The workshop will consist of a short introduction to the Integral Design Thinking (IDT) framework and discussion/activities on each of the framework's six core imperatives. Workshop participants will gain an understanding of the model, including each core imperative and the overall framework. This will provide participants with access to a newly designed way of approaching problem-solving. In addition to introducing the IDT Framework and providing tools for success, workshop participants will have an opportunity to explore ways in which the framework would be beneficial in their current and future roles; allowing participants to make the connection heuristically between the individual imperatives and the holistic framework.
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FSI Welcome, Lunch & Panel Session

Panel 1: Social & Educational Impacts of A.I.

**Time:** 11:45-1:00  
**Location:** Illinois Ballroom  
**Panelists:** Niki Davis (Southern Illinois University); Jamie Nelson (University of Illinois); Todd Taylor (University of North Carolina); Ted Underwood (University of Illinois)

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<tr>
<th>Panelist</th>
<th>Biographical Sketch</th>
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<tr>
<td><strong>Dr. Niki Davis</strong></td>
<td>is currently Program Director for the Southern Illinois University Hospitality, Tourism, and Event Management program. She began her career in media, marketing, and event planning and transitioned to teaching in 2002. An avid technology user, Niki works to integrate technology into the classroom where appropriate and insists that her students learn how to use industry-related technology as well as common tools associated with daily work life. She is affectionately known as SIU’s “food nerd” and is a freelance food writer.</td>
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<tr>
<td><strong>Jamie Nelson</strong></td>
<td>is Associate Director, Educational Innovation at the Center for Innovation in Teaching &amp; Learning at University of Illinois at Urbana-Champaign. He drives innovation through collaborations with faculty, staff, students, and other stakeholders on new and emerging technologies poised to advance (and occasionally disrupt) their teaching and learning goals. Jamie oversees operations and programming of CITL’s Innovation Spaces, Innovation Studio, VR Lab, and Idea Space, a series of educational, technology-enriched spaces designed to spur educational innovation. He has an appointment as Associate Director, Educational Technologies with the Gies College of Business Disruption Lab where he works as lead on virtual reality, metaverse, and generative AI initiatives. He is also Advisor for Illini Esports.</td>
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<tr>
<td><strong>Todd Taylor</strong></td>
<td>’s teaching and research explores how literacy is evolving in response to digital, information, networked, and media technologies. He often serves as Director the ENGL 105 First-year Writing Program at UNC, through which he launched the Carolina Digital Literacy Initiative in partnership with Adobe Systems, Inc.</td>
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<td><strong>Ted Underwood</strong></td>
<td>teaches in the School of Information Sciences and the Department of English at UIUC. His research uses machine learning — including large language models — to study characterization, genre, and plot in fiction from the eighteenth century to the present. Underwood is the author of three books, most recently <em>Distant Horizons: Digital Evidence and Literary Change</em> (Chicago, 2019). He has written about instructional applications of AI in <em>The Chronicle of Higher Education</em> and <em>Inside Higher Ed</em>.</td>
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Tuesday May 23rd
Concurrent Sessions: 1:15 pm – 2:00 pm

**You’ve Got This! Getting Started with UDL**

*Location:* (Humanities – I-Hotel)

*Presenters:* Marc Thompson (University of Illinois) and Melanie Grove (University of Illinois)

*Description:* You’ve probably heard something about the benefits of Universal Design for Learning (UDL) and its conceptual framework. So how do you roll up your sleeves and really move from principles to practice in your course design and teaching? This session will guide attendees in exploring how they are likely already incorporating some UDL principles, where and how they might build on those foundations, and identifying new areas in their courses and teaching where UDL can be applied. The session will close with a short discussion of practical resources for UDL and course quality.

**A Framework for Implementing Faculty Development**

*Location:* (Lincoln – I-Hotel)

*Presenters:* Jason Garvey (Purdue University), Connie Hahn (Purdue University) and Sandra Henderson (Purdue University)

*Description:* Our organization designed, developed, and implemented a faculty professional development (FPD) series of workshops and mini courses to help our instructors develop and deliver engaging and effective online content. Starting with five topics that went beyond the basics of teaching online, our project team led the way in creating a path for synchronous workshops and asynchronous mini courses. Each workshop included interactive discussions and hands-on activities. Workshops were recorded and posted to the learning management system for reference and access as an on-demand resource. Each mini course contains a variety of strategies and activities for the faculty to complete, as well as ways to post questions for feedback from our team and receive ongoing pedagogical support. Participants will:

- Examine a framework for developing and implementing FPD
- Develop strategies for designing, developing, and implementing FPD.
- Consider how autonomy, competency, and relatedness can be implemented into FPD.

**Statistics Can be Fun! Humanizing an Online Statistics Course to Improve Retention**

*Location:* (Alma Mater – I-Hotel)

*Presenter:* Kona Jones (Richland Community College)

*Description:* Teachers who humanize their online courses create powerful and impactful learning environments that intrinsically motivate students to do more than the minimum. When students feel like their teacher truly cares about them as a person and their success in the course, it creates a foundation of trust that promotes more meaningful interactions and learning. What does this learning environment look like in an online statistics classroom? How does it function? What is the true impact on students and learning outcomes? Connecting with students can be the spark that not only inspires the students but the instructor as well.

This session starts by discussing the main principles of humanization and its impact on online course design. Different examples and strategies will be provided, including their impact on the teacher, students, and course
retention. Qualitative student feedback on how the humanized environment positively impacted their learning and enjoyment of the course will also be shared. As part of the session, the audience will be able to engage with each other and brainstorm ways to integrate humanizing principles into their teaching. No prior knowledge is needed to attend this session, just an interest in humanization and online teaching.

**To Boldly Go: Using ChatGPT in Teaching and Learning**

**Location:** (Illinois Ballroom – I-Hotel)

**Presenters:** Niki Davis (Southern Illinois University) and JP Dunn (Southern Illinois University)

**Description:** In the Fall of 2022, ChatGPT broke the news cycle and caught the attention of the academic world. ChatGPT and other similar chatbots present both opportunities and challenges in education. In this session, you will experience how one professor began using chatbots to aid in course design. We will also discuss the implications chatbots have on learning. You will have an opportunity to determine how a chatbot might be useful in your own courses or daily job responsibilities.

**Panel 2 Session (2:15-3:00 – Illinois Ballroom)**

**Panel 2: A.I. Applications in Teaching and Learning**

**Panelists:** Lawrence Angrave (University of Illinois), Julie Baker (University of Illinois), Cameron Ireland (Southern Illinois University), and Adam King (University of Illinois)

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<tr>
<td><strong>Lawrence Angrave</strong></td>
<td>is an award-winning computer science Teaching Professor at the University of Illinois Urbana-Champaign. His research includes creating opportunities for accessible and inclusive equitable education and creating new accessible technology.</td>
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<tr>
<td><strong>Julie Baker</strong></td>
<td>is a learning design specialist with Applied Technologies for Learning in the Arts and Sciences (ATLAS) for the College of LAS at UIUC. She has degrees in experimental psychology with her graduate research focused on memory and student learning and a decade of experience teaching undergrads. Current projects for ATLAS include coordinating implementation of an LAS-based Computer Based Testing Facility (CBTF), best practices for multiple-choice testing, and a variety of implications of ChatGPT.</td>
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<tr>
<td><strong>Cameron Ireland</strong></td>
<td>is the IECC Coordinator of Marketing and Graphic Design for both the Center for Excellence in Teaching and Learning (CETL) and Business and Industry (B &amp; I). Before taking this position, Cameron worked in the Lincoln Trail College marketing department as a student intern and was a graphic designer for The Daily Illini in Champaign-Urbana. Cameron also worked with Hoop Mountain Midwest and Midwest Hoops Spotlight in Chicago - two companies specializing in high school basketball recruitment, scouting, and providing showcase tournaments for high school athletes. Cameron earned his associate degree from Lincoln Trail College and then went on to earn a bachelor’s degree in Recreation, Sport, and Tourism from the University of Illinois.</td>
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Adam King is the Sr. Associate Director of Teaching and Learning Technology at the Gies College of Business. Adam joined Gies in 2017 and has worked in many areas including instructional design and learner support. Today, he leads technology efforts to use new technologies to further the success of Gies learners, faculty, and staff. has over 100 MOOCs on the Coursera platform and delivers high quality programs like the iMBA to thousands of learners at an affordable price.

Tuesday May 23rd
Concurrent Sessions: 3:15 pm – 4:00 pm

Using a Student Learning Objectives Rubric to Evaluate and Modify Curriculum and Instruction

Location: (Humanities – I-Hotel)
Presenter: Barbara Anderson (Roosevelt University)
Description: Roosevelt University’s Student Research Learning Outcomes (SRLO) Committee, after two years of brainstorming, researching, and writing, has implemented ways to collaborate with stakeholders across the university to collectively define a set of research benchmarks applicable to all students, at all levels, and to create a common language and set of expectations for research at the university. Our rubric, developed by a multidisciplinary committee whose units engage student research at varying levels across levels and programs, utilizes concepts and frameworks of the AACU VALUE rubrics (VALUE Rubrics, retrieved September, 2022). Unlike the VALUE rubrics, the SRLO rubric is discipline-neutral, serving as an evaluation tool that indicates progressive benchmarks and implementing research-focused pedagogies. A hallmark of this rubric is its flexibility, where instructors can readily amend it to add discipline-specific language and emphasis on research.

There will be a brief discussion of the process for creating, norming, and piloting the rubric. Most of the session will be hands-on and interactive. The audience will be engaged in using the SRLO rubric to score and evaluate some student work. In the discussion activity, to follow, participants will share out their thoughts on how this type of rubric might be used at their institutions.

Task, Don’t Ask!

Location: (Lincoln – I-Hotel)
Presenters: Allyson Buczyna (Yorkville Community Unit School District 115) and Lindsay Tweedie (Yorkville Community Unit School District 115)
Description: Are you looking for ways to keep your class engaged during discussions and instruction? Join us in the transformational mindset shift of tasking students, inspired by Kagan collaborative structures. Not only will you receive digital Task Don't Ask Structure templates to help you organize your lesson plan into subtopics like launching a lesson, schema activation, collaborative learning, and lesson reflection, but you will also walk away with 22 instructional strategies that can be immediately implemented in any classroom. The Task, Don't
Ask mantra is invaluable when it comes to instructional possibilities, and we can’t wait to show you how it can benefit your classroom! Sign up now and get ready to take your classroom engagement to the next level!

**Alternative Approaches to Assessment**

**Location:** (Alma Mater – I-Hotel)

**Presenters:** Rachel Banke (University of Illinois), Emily Buhnerkempe (University of Illinois) and Andy Wilson (University of Illinois)

**Description:** This roundtable will explore various approaches to assessment, including standards-based grading and hybrid ungrading approaches that emphasize formative assessment. Significant time will be offered for discussion and questions during the presentation. Cross-disciplinary approaches to alternative assessment will be discussed (two teachers are in history and the third is in math) with an emphasis on practical applications, highlighting topics like student self-reflective assessment, managing student expectations, incorporating project-based learning, and developing alternative rubrics. Presenters will share examples of their implementation of cutting-edge practices in standards-based grading and ungrading. The discussion on ungrading will emphasize the work of scholars like Susan Blum, Jesse Stommel, and Alfie Kohn. The standards-based assessment discussion will include an emphasis on Illinois’ Common Core standards. Participants will not need to do any additional work ahead of the presentation.

**How Digital Class Syllabi Improve Learning and Academic Content Quality**

**Location:** Illinois Ballroom (I-Hotel)

**Presenters:** Ian Stewart (Simple Syllabus)

**Description:** Join our session to learn how nearly 300 different colleges and universities including 14 in the state of Illinois are utilizing Simple Syllabus to provide an engaging syllabus experience to their students and meet departmental, institutional and accreditation standards when designing their syllabus. Directly embedded within most major LMS platforms, Simple Syllabus is a centralized, template-driven platform that enables instructors to quickly and easily personalize and publish interactive class syllabi for their classroom.

**Tuesday May 23rd**

**Concurrent Sessions: 4:15 pm – 5:00 pm**

**Combat Climate Change in the Classroom**

**Location:** (Humanities – I-Hotel)

**Presenter:** Amy Hurt (Leman Middle School)

**Description:** In my session, I will lead with essential questions about classroom management and have the participants reflect, respond, and share. I will model strategies to behavioral issues and to strengthen overall academic achievement. Together, we will demonstrate and work in teams to practice effective strategies involving classroom ecology, remaining calm and creating positive student-teacher rapport. We will also generate a list together helping everyone in reducing classroom disruptions and improving productivity and student engagement. Once educators and stakeholders leave this session, they will have met at least one friend, feel more connected to the educational community, and build confidence with maintaining a wonderful classroom climate.
Put Your Oxygen Mask On First, Before Helping Others

**Location:** (Lincoln – I-Hotel)

**Presenters:** Nikki LaGrone (Governors State University), Annette Keca (Governors State University), Judith Keigher (Governors State University), Scott Thesen, (Governors State University)

**Description:** Before faculty and administrators can effectively create a positive learning environment for students, we must identify ways that we can maximize our soft skills and develop a growth mindset. This session will explore and identify factors such as motivation, wellness, and inclusivity, that help faculty create a positive and visually appealing learning environment for students. CTL staff will discuss motivational strategies for faculty, engage the audience with creative solutions for balancing faculty workload, service, and professional development. Additionally, we will share technology tools and instructional strategies that will support and encourage students. The Center for Teaching & Learning (CTL) at Governors State University will be your attendants to navigate toward destination motivation with a smooth landing. Pack your bags with ideas to share, be prepared for an engaging and interactive session! Bring your own device (BYOD) in your carry on and get ready for takeoff! Participants will use their mobile devices to engage in the session.

Flip This Class! Increasing Student Engagement Through Flipped Classrooms

**Location:** Illinois Ballroom (I-Hotel)

**Presenters:** Gillian Bauer (Lincoln Land Community College), Laurenn York (Lincoln Land Community College), and Karen Sisk (Lincoln Land Community College)

**Description:** This presentation offers an overview and best practices for incorporating flipped learning design into your classroom to increase student engagement and success. Three instructors share their flipped-learning experiences after returning to in-person learning during the pandemic. The presentation will offer rationale behind the change to flipped learning, definitions and best practices, common challenges, and evidence for the effectiveness of the practice. Attendees will have the opportunity to practice flipped learning concepts by completing an online activity before the session, which the presenters will use to guide the in-person session.

**Wednesday May 24th**

**Concurrent Sessions: 9:30 am – 10:15 am**

Effective Online Teaching Through Specific Faculty Development

**Location:** (Lincoln – I-Hotel)

**Presenters:** Russ Stoup (University of Illinois Springfield) and Deb Antoine (University of Illinois Springfield)

**Description:** The shift towards online teaching in recent times combined with COVID presented challenges for many educators, particularly those who have little or no experience in this area. While some institutions have offered professional development programs through organizations like ION eLearning, little is known about the impact of such programs on teaching effectiveness. The purpose of this conference proposal is to investigate and discuss the relationship between faculty online teaching professional development and teaching effectiveness. It will also discuss ways to encourage professional development.

**Expected Outcomes:** Participants will leave the conference with a deeper understanding of the impact of online teaching professional development on teaching effectiveness. They will gain additional knowledge of best practices for designing and implementing effective online teaching professional development programs. They will also have the opportunity to network with other professionals in the field and explore opportunities for collaboration.

**Conclusion:** The presentation will provide a forum for participants to come together to discuss online teaching
professional development and its impact on teaching effectiveness. It will discuss ways that professional development can be encouraged.

**Moving Past the Policy Manual: Designing a Welcoming and Inclusive Syllabus**

**Location:** (Humanities – I-Hotel)

**Presenter:** Jordan Leising (University of Illinois)

**Description:** In higher education, the syllabus has long been used as a way to communicate policies and course structure in a way that is very static and sanitized. This session is designed to help participants rethink their syllabi as a tool for engaging students to dialogue about their learning and to invite them to interact with the course content, rather than as a repository for policies and requirements. Some of the topics will include syllabus language, policies, readings and content, assignments, and grading.

**Novel Techniques to Boost Student Engagement in Discussions**

**Location:** (Alma Mater – I-Hotel)

**Presenters:** Ron Guymon, (University of Illinois), Adam King, (University of Illinois), Unnati Narang, (University of Illinois), Vishal Sachdev, (University of Illinois), Melanie Wiscount (University of Illinois)

**Description:** We’ve spent the last year at the Gies College of Business reimagining asynchronous course discussion activities to get beyond low-engagement discussions where students are asked to make one post and two replies. Instead, we have implemented a human-centered approach that encourages real conversations and learner autonomy which builds meaningful learner connections. Our online discussions are now a collaborative student-created and engaging learning resource for their peers. Faculty and learning designers will share what they’ve learned while trying these new approaches including outcomes on engagement of our experiments with having students use ChatGPT in discussions, differences in outcomes between prompted vs unprompted discussions, and the effectiveness of student-led and directed online discussions. Gies leverages many of the features built into the Yellowdig discussion platform to make these design shifts, but our experiences will be beneficial to educators across platforms. We welcome the audience to also share their experiences in trying novel approaches to asynchronous discussions.

**Video Learning Power Ups!**

**Location:** (Illinois Ballroom)

**Presenter:** Matt Dennis (Panopto)

**Description:** Join Super Panopto Bro. and University Partnership team member Matt Dennis in exploring the necessary video power ups that you need to level up the student engagement efforts in your course and advance digital learning initiatives across campus. In this session, we will look at the Video Trends in Higher Education 2023 report as our land map and walk away with some practical examples of using more video as power ups to defeat the end boss of student disengagement and save the Mushroom Kingdom . . . or at least your online/hybrid class!
Wednesday May 24th
Concurrent Sessions: 10:30 am – 11:15 am

Writing Assessment Online: Challenges and Strategies
Location: (Humanities – I-Hotel)
Presenter: Dan Hahn (University of Illinois)
Description: This presentation examines lessons learned from two academic papers and highlights the time-saving strategies and other considerations when grading papers online. While we’re looking at Canvas specifically, the lessons covered can apply to any LMS. These tips and best practices could help inform and enhance online grading practices independent of the subject matter being taught.

Enhancing Language Learning Through Task-Based Pedagogy and Gamification
Location: (Lincoln – I-Hotel)
Presenter: Rebecca (Chih-Chia) Lin (McGill University)
Description: This paper presents an ongoing research project that aims to explore the potential of using the popular video game Animal Crossing: New Horizons as a tool for language learning. The project is based on the task-based language teaching approach, which emphasizes the use of real-life tasks as a method to develop language skills. The game's open-ended nature, which allows players to explore and interact with a virtual world at their own pace, presents a unique opportunity for learners to practice language skills in various contexts and situations. The research project involves a mixed-methods approach that combines qualitative and quantitative data collection methods. Data will be collected through observation, interviews, and surveys to explore learners’ engagement, motivation, and language learning outcomes. The research aims to address the following research questions:

- How can Animal Crossing: New Horizons be used as a tool for language learning?
- What are the benefits and challenges of using the game in language teaching?
- How do learners perceive the game as a language learning tool, and what factors influence their engagement and motivation?

The project's preliminary results show promising findings in terms of learners' engagement and motivation. The game's immersive and interactive nature seems to foster a sense of autonomy and agency, which promotes learners' intrinsic motivation. Additionally, learners perceive the game as a fun and enjoyable way to practice language skills, which enhances their engagement and willingness to participate.

Research-Based Practices for Using Video in Online Courses
Location: (Alma Mater – I-Hotel)
Presenter: Anthony Piña (Illinois State University)
Description: One of the positive outcomes of COVID-19 has been the increased use of video by faculty teaching online, many of whom create their own videos to use in their courses. However, not all use of video enhances learning and the student experience. Come join us as we explore research-based best practices for the use of video in online courses. What does the latest research tell us about ideal video length, video content, production quality, accessibility, and use of video for announcements, instruction, and feedback? Come and find out! This session is platform and LMS agnostic.
ChatGPT: AI as a Tool, Not a Solution

Location: (Illinois Ballroom – I-Hotel)

Presenters: Sarah Collins (University of Illinois Springfield), Dylan Blaum (University of Illinois Springfield), Layne A. Morsch (University of Illinois Springfield) and Emily Boles (University of Illinois Springfield)

Description: ChatGPT is one of the latest conversational artificial intelligence (AI) chatbots and is widely available to students. While there are legitimate concerns about the potential for students to use AI to cheat or to avoid engaging in the learning process, students could benefit substantially by learning to use AI in their chosen fields as another tool in their academic toolbelt.

During our session, we will discuss the importance of actively engaging students in conversations about artificial intelligence. Instructors should talk with students about the responsible use of ChatGPT as a productivity tool rather than a solution that allows them to bypass learning requirements for their courses. We will help instructors think through potential syllabus language and assignment instructions that explicitly address appropriate and inappropriate uses of AI. We will share ideas for classroom activities and assessments that engage students in using conversational AI productively and intentionally, while clarifying their role as the expert and the critic of the chatbot output. These strategies will encourage students to employ AI tools to save time and reduce busywork without relinquishing their agency/voice and missing opportunities for growth and learning.

Participants will leave with strategies and resources to feel more confident in designing instruction to incorporate and critique this most recent disruptive technology in their classrooms. Prior to the session, participants should have logged into ChatGPT or another AI chatbot, given a prompt, and read a response. The presenters will be prepared to engage the participants with several prepared questions relating to conversational AI in the classroom, but let the discussion evolve naturally and be led by the interests of those attending the session.

Wednesday May 24th
Keynote 1
11:30 am – 12:30 pm (Illinois Ballroom)

Keynote 1: Todd Taylor: Media-Enhanced Student Assignments

Location: (11:30 – 12:30 – Illinois Ballroom)

Todd Taylor

My teaching and research explore how literacy is evolving in response to digital, information, networked, and media technologies. I often serve as the Director the ENGL 105 First-year Writing Program at UNC, through which I launched the Carolina Digital Literacy Initiative in partnership with Adobe Systems, Inc.
Wednesday May 24th
Posters & Tables
12:45 – 1:30 pm Illinois Ballroom

Learning Design Table

**Location:** Illinois Ballroom
**Consultants:** Saad Shehab (University of Illinois), Marc Thompson (University of Illinois), Kim Ervin (Eastern Illinois University), Hesham Hassan (University of Illinois), Jordan Leising (University of Illinois) and Mitch Kage (University of Illinois)

**Description:** If you’re developing a new course, redesigning an existing one, or are just plain curious, don’t miss the Learning Design Table in the iHotel Ballroom at this year’s FSI. Experts in Human-centered Design, Universal Design for Learning (UDL), Visual Design, Backward Design, Usability and Interaction Design will be on hand to consult and share helpful resources. Whether you’re interested in a quick overview or more in-depth discussion, the Learning Design Table is here for you!

Central and Southern Illinois Faculty Development Network

**Location:** Illinois Ballroom
**Consultant:** Layne Morsch (University of Illinois Springfield)

**Description:** The Central and Southern Illinois (CSIL) Faculty Development Network was established in 2022 by several leaders from 2- and 4-year colleges and universities in Illinois. The network was formed with the aim of creating a platform that would allow higher education instructors to easily access high-quality professional development opportunities while building academic relationships throughout the state. The network is comprised of educators who work together as equal partners, across differing institution types, to provide a more diverse and enriching learning environment. In its first year, the CSIL Faculty Development Network has already made significant progress towards its goals. The group has scheduled seven monthly sessions, delivered virtually, that have been shared with faculty from 23 participating colleges and universities. The CSIL Faculty Development Network platform has effectively created an opportunity for sharing knowledge and best practices for teaching and learning, networking and building relationships, and promoting a culture of collaboration across institutions. This poster will describe the types of professional development sessions the group has offered and the impact these activities have begun to have with faculty and leaders of faculty development in Illinois.

The Benefits of Timeboxing

**Location:** Illinois Ballroom
**Consultant:** Cameron Ireland (Illinois Eastern Community Colleges)

**Description:** I will bring in my Timebox, showcase digital applications, personal stories, and why this trend is moving upwards.
Skills and Scores

Location: Illinois Ballroom
Consultant: Susan Jones (Parkland Community College)
Description: I'll show research about what *does* work for teaching adults math from number sense to statistics and reasonably advanced algebra, *and* how we haven't tapped technology as we could/should. This includes Math in meaningful context working towards career goals, as well as ways to structure more advanced topics with visuals and concept organization so they are more cognitively accessible to more people -- and taking the time to build the concepts as opposed to memorizing short cuts and calculator procedures.

Wednesday May 24th
Concurrent Sessions: 1:30 – 2:15 pm

Now You See It, Now You Don’t: Visual Design Prestidigitation for Creating Highly Effective Learning Experiences

Location: Humanities (I-Hotel)
Presenter: Hesham G. Hassan (University of Illinois)
Description: High-quality infographics created by professionals or visually skilled designers are powerful tools for delivering information in a straightforward manner, but it can be downright challenging for instructors who might not have a graphic design background. This session will explain and model some of the key graphic design principles for optimizing learning and retention. By making small changes to visuals, cognitive load can be reduced, and engagement, comprehension, and information retention increased. Attendees will have an opportunity to apply design principles in hands-on activities using infographic techniques that improve the learning impact of teaching materials, slides, and diagrams.

Using Applied Research to Improve Student Learning

Location: (Alma Mater – I-Hotel)
Presenter: Mahmoud Al-Odeh (Eastern Illinois University)
Description: Applied research is one of the effective strategies that can be used to engage students in any field. In the field of technology, we use applied research to provide practical solutions. In this presentation, several techniques will be shared with the faculty and staff to help them involve students in applied research, resulting in a better understanding of their major and a higher impact on their community. These techniques are supported by the reflection circles concept, which will move students from the conceptual engagement level, where students understand concepts with a limited appreciation for application, to the critical engagement level. At the critical engagement level, students not only understand how to apply the concepts, but they will be able to question the appropriateness of tools for a particular solution or problem being addressed. Applied research is the most needed research type these days in a world full of challenges. Therefore, educators should implement these applied research practices among other teaching practices.
Designing Universal and Inclusive Spaces: AI’s Revolutionary Potential for Higher Education

**Location:** (Illinois Ballroom – I-Hotel)

**Presenters:** Nikki LaGrone (Governors State University), Craig Engstrom (Southern Illinois University at Carbondale) and Aaron Scott (Southern Illinois University at Carbondale)

**Description:** Artificial Intelligence (AI) has the potential to remove barriers and create a more equitable, inclusive, and accessible environment for uniquely enabled students. This roundtable discussion will promote dialogue and spark debate on the most recent AI tools that impact higher education, such as ChatGPT. The presenters offer different perspectives on how faculty and administrators can leverage AI to: increase critical thinking within learning activities, improve learning strategies, and promote a learner-centric environment. The round table discussion will engage the session attendees using interactive poll software (Mentimeter) to collaborate on ways AI can enhance and foster an inclusive learning environment. Poll data will be available to the session attendees to take back to their institutions. Participants will use their mobile devices to engage in the session.

**Wednesday May 24th**

**Concurrent Sessions: 2:30 – 3:15 pm**

If You Build It: Designing Canvas Modules to teach instructors and students about Library Resources

**Location:** Humanities (I-Hotel)

**Presenters:** Evie Cordell (University of Illinois), Cayla Dwyer (University of Illinois) and Amanda Crego-Emley (University of Illinois)

**Description:** This session will provide an overview of a toolkit of design tools, information literacy pedagogy, and instructional design that enabled the creation of effective asynchronous library instruction at a large public university. The author will describe how she made use of her university’s new preferred LMS, Canvas, to provide a suite of modules introducing students to library resources. The author worked with a team of graduate students to create an accessible module that would effectively introduce students to library resources and provide a foundation for doing library research.

Learning and Memory in the Classroom

**Location:** (Lincoln – I-Hotel)

**Presenter:** Lucas Anderson

**Description:** You are going to want students to remember your course material. Maybe remembering the material is good for its own sake, or maybe remembering is mostly a pre-requisite for doing something more complicated, like applying or evaluating the material. Either way, your students are going to do a lot better if they remember the stuff.

In this workshop, we'll explore the basics of learning and memory, and identify what we can do as teachers to help our students learn and remember course material.
Ungrading, or Why It’s Time to Redesign How We Assess

Location: (Alma Mater – I-Hotel)
Presenter: Stephanie Kratz (Heartland Community College)
Description: We will consider the limitations of traditional grading methods; explore how alternative grading methods – including but not limited to ungrading – address these limitations; and share ideas about our experiences with alternative assessment. Throughout the presentation, participants will be invited to consider what grades mean, to question the opportunities and challenges presented by ungrading, and to share their own experiences.

Lights! Camera! Instruction!

Location: (Illinois Ballroom – I-Hotel)
Presenters: Liam Moran (University of Illinois), Beth Morgan (University of Illinois), and Tyler Schanck (University of Illinois)
Description: During the early emergency phase of the pandemic, faculty found themselves unexpectedly learning video production skills in order to "Keep Teaching." Recognizing that this for-many traumatic experience dramatically changed the expectations between faculty and video professionals supporting them in producing curricular video, the media team at UIUC’s Center for Innovation in Teaching and Learning has adapted by adopting a broad range of production approaches that best fit the teaching experiences and instructional goals of individual faculty members. We'll recap how things were done before, demonstrate the current range of production approaches, then invite a discussion of whether these adaptations succeed in delivering the best support possible for faculty, students, and our institutions moving forward and how we can do better.

Wednesday May 24th
Concurrent Sessions: 3:30 – 4:15 pm

Microlectures as a Tool for Universal Course Design: What, Why, and How?

Location: (Humanities – I-Hotel)
Presenter: Srinivasan Durairaj (Richland Community College)
Description: In this presentation, we will explore using microlectures as a tool for universal course design in an introductory biology course. Microlectures are brief and interactive videos that focus on one key concept or skill. Universal course design is a framework that aims to create accessible and inclusive learning environments for diverse learners. I address the following questions: What are the features and advantages of microlectures? Why are microlectures compatible with universal course design? How did I design and produce effective microlectures for my course? I conclude that microlectures can enhance student learning and engagement by providing concise, personal, and interactive instruction that supports metacognition, memory, and attention. I also provide practical guidelines and examples for instructors who want to create engaging video microlectures for their courses.
Understanding by Design in the Age of Compliance

**Location:** (Lincoln – I-Hotel)

**Presenters:** Dr. Jennifer L. Martin (University of Illinois Springfield) and Emily Boles (University of Illinois Springfield)

**Description:** Do you feel as though external forces, such as the Higher Learning Commission or campus curriculum committees, are driving your teaching? Recapture your creativity through backward design and the six facets of understanding, two of Wiggins and McTighe’s foundational concepts in Understanding by Design (UbD). UbD centers student learning and helps instructors to reclaim creativity in teaching and to demonstrate authentic student learning for compliance purposes.

Building with Intention: The Business of Scaling Better Design Practices

**Location:** (Illinois Ballroom)

**Presenters:** Guieswende Rouamba (University of Illinois), Eric Michael French (University of Illinois), Rachel Martiniak (University of Illinois), Jen Leckie (Cidi Labs)

**Description:** How do you scale course design best practices, introduce a new tool, and train faculty so they feel supported? You build with intention. The University of Illinois introduced DesignPLUS to their campus recently, with the Gies College of Business taking the lead as champions of the design tools for Canvas. They plan to scale best practices in instructional design and course development. This session will present a strategic initial implementation plan that helped build support and foster collaboration. Additionally, the presentation will demonstrate how the university plans to build excitement for the new tool, scale training, and effectively use subaccount customizations in multiple instances of Canvas.