



University of Maryland Eastern Shore

# INNOVATIONS IN TEACHING & LEARNING



**Conference Program**  
August 17-18, 2022

# Wednesday, August 17, 2022

## Day 1: General Session

### OPENING REMARKS

9:30–10:00 AM

Cynthia Cravens, Director of the Center for Teaching Excellence, UMES

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### KEYNOTE SPEAKER

#### Become an ANTeater: Boosting Your Immunity to Achieve Well-Being

10:00-11:15 AM

Our subconscious mind is like a computer's hard drive. And just like we can erase and put new software into a hard drive, we very well can reprogram data into the subconscious mind. Mindfulness is foundational to wellbeing because it enables us to develop awareness, connection, insight, and a sense of purpose. Noticing your ANTs (automatic negative thinking) and utilizing strategies to challenge and control them is worth the effort! Turning off an unending flow of negative mental chatter is one of the best things you can do for your overall happiness, mental health and relationships. Become an ANTeater and learn to identify your triggers and blind spots and how to create more positive thoughts. Attendees will also explore techniques and strategies that direct personal and professional goals and accomplishments.

- Apply acceptance commitment therapy technique (CBT) to help become more aware of addressing automatic negative thinking (ANTs).
- Recommend mindfulness practices that can build compassion for self and others.
- Use positive psychology practices (character strengths, core values, and goal framing) to add meaning, aspirations, and purpose in life.



**Seena L. Haines is Chair, Department of Pharmacy Practice and Professor at the University of Mississippi, School of Pharmacy.** Prior to her position at the University of Mississippi, she served as professor and associate dean for faculty at Palm Beach Atlantic University, Gregory School of Pharmacy (PBA-GSOP). She received more than \$750,000 from local foundations for the creation and site replication of the pharmacotherapy model, Integrated Pharmacotherapy Services (a pharmacist-run, primary care, indigent clinic for the underserved in Palm Beach County). She served for seven years as director of pharmacy services at four community health centers. From 2008-2011, Dr. Haines served as co-director of the Diabetes Education

and Research Center in collaboration with the Florida Atlantic University School of Nursing. Dr. Haines has served as residency director for the ASHP-accredited Pharmacy Practice Residency (PGY-1) emphasizing in ambulatory care and academia at Palm Beach Atlantic University, Gregory School of Pharmacy (PBA-GSOP) since its inception from 2008 to 2014. Dr. Haines served as director at large for the ASHP section of ambulatory care practitioners through 2012 and then chair of the section (2012-2014). Other achievements include board certification in ambulatory care practice (BCACP), AACP Innovation in Teaching Award 2010, certified diabetes educator (CDE), board certified in advanced diabetes management (BC-ADM), 2009 Preceptor of Distinction, 2008 Hero in Medicine, inaugural AACP academic leadership fellow, and co-editor and steering committee member of the Non Prescription Medicine Academy.

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## **ROUNDTABLE**

### **Bridging Faculty Resilience with Institutional Practices**

**11:15–12:00 PM**

Whether we refer to it as exhaustion, burnout, antipathy, or disengagement, or whether we prefer to see it from the other side as resilience, re-sparking, wellness, and re-engagement, we know that our mission to support students takes a toll on our mental, emotional, and sometimes physical health. We recognize this as one of the most compelling issues in our profession right now and invite you to join us for this roundtable of colleagues continuing the topic following our Keynote Speaker.

Some of us may have already discovered the perfect work-life balance (kudos!) while some of us might be struggling to fit it all together in a manageable way. Regardless, we are all affected by external forces that not only are out of our control, but often have nothing to do with what we value most (read: inflation, salary stagnation, gas! budget cuts!). So while we may have found the key to reaching even the most entrenched students with our brilliant active learning strategies, we still face the inevitability of doing much, much more with much, much less.

We hope to spark a meaningful and deeply immersive conversation about this phenomenon. In preparation for it, our roundtable respondents have reviewed the most recent resources from the higher ed publications devoted to tracking the trends and happenings in the industry.

#### **Respondents:**

**Kathryn Barrett-Gaines, Department of Social Science, UMES**

**Corrie Cotton, Department of Agriculture, Food and Resource Sciences, UMES**

**Amy Hagenrater-Gooding, Department of English & Modern Languages, UMES**

**Xavier Henry, Department of Aviation Science, UMES**

**Elvin Hernandez, Department of Fine Arts, UMES**

**Miriam Purnell, Department of Pharmacy Practice and Administration, UMES**

## **SPECIAL SESSION**

### **Technologies of Accommodation: Universal Design for Learning and the Post-Emergency Remote Instruction Situation**

**12:30-1:25 PM**

This special session focuses on using Universal Design for Learning (UDL) in Post-Emergency Remote Instruction (ERI). Specifically, it aims to address how the most common four types of accommodation can be met across modalities through strategic use of the LMS and integrated tools. This session is meant to offer suggestions to our colleagues on supporting student success within our classrooms by accommodating teaching and learning through the techniques of UDL and the technologies of digital platforms. In this light, we explore four crucial types of accommodation—adjusting content, process, product, and environment—through the features of the LMS (such as creating accessible content, employing the Rich Text Editor to improve interaction, designing in modules to manage navigation, and providing multiple means of participation) to improve student support and promote retention.

**Charles Baldwin, Department of Education, UMES**

**Brian Bergen-Aurand, Center for Instructional Technology & Online Learning, UMES**

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## **SPECIAL WORKSHOP**

### **SHTEAM-Powered: A Makerspace for Interdisciplinary Course Design**

**1:30-3:00 PM**

This workshop is led by an interdisciplinary group of UMES colleagues who meet regularly to explore and create partnerships in teaching and learning across courses in Science, Humanities, Technology, Engineering, Arts, Agriculture, Aviation, Mathematics, and beyond. Engaging in our SHTEAM makerspace, you will dive into the interdisciplinary approach of applying humanities to STEM learning, and vice versa. You will understand why this innovative practice is important. You will see concrete evidence of this approach working last spring semester in courses at UMES. You will see how UMES colleagues have partnered to implement this creative approach in courses this coming fall semester. You will be inspired to try this yourself in your own upcoming courses. We will do this in a makerspace where you have the choice to match with peers in a breakout room to tinker with your own syllabi. Or you can simply watch, listen, and be inspired.

**Kathryn Barrett-Gaines, Department of Social Science, UMES**

**Tiara Cornelius, Department of Mathematics, UMES**

**Amy Hagenrater-Gooding, Department of English & Modern Languages, UMES**

**Gabriela Vlahovici-Jones, Department of English & Modern Languages, UMES**

**William Weaver, Department of Natural Sciences, UMES**

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## **CLOSING REMARKS**

3:00-3:10 pm

Cynthia Cravens, Director of the Center for Teaching Excellence, UMES

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# **Thursday, August 18, 2022**

## **Day 2: Concurrent Sessions**

## **OPENING REMARKS**

8:45-8:55 AM

Cynthia Cravens, Director of the Center for Teaching Excellence, UMES

<b>Session 1   9:00-9:25 AM</b>
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### **Impact of Faculty Roles on Perceived Stress**

Session Content Area: **Faculty Leadership & Development**

High perceived stress may result in several physical and mental health problems. This session aims to describe how role distribution (i.e., teaching, research, service ... etc.) impacts pharmacy faculty perceived stress in the US. Over 700 pharmacy faculty in the US participated in a Qualtrics-based, quantitative survey. The outcome variable was assessed using the 10-item Perceived Stress Scale. The independent variables were measured by asking participants to estimate the proportion of their time spent on teaching, research, service, administration, and other responsibilities. Linear regression analyses were conducted to answer the research question.

#### **Learning Objectives:**

- Describe the impact of faculty roles on perceived stress
- Identify faculty with a higher likelihood of stress based on their teaching roles
- Estimate the average time allocation of pharmacy faculty on teaching, research, and service

**Presenter:** Omar F. Attarabeen, Pharmacy Practice & Administration, UMES

## The effect of online quizzes on the achievements of graduate students

Session Content Area: **Online Teaching & Learning**

This study aimed to measure students' performance in the physician assistant program within the cardiovascular pharmacology module by using pre-and post-lecture online quizzes.

First-year physician assistant graduate students participated in this study. Pre- and post-lecture online quizzes were delivered before and after each lecture. Quizzes were used to evaluate students' achievements in diuretics, hypertension, hyperlipidemia, heart failure, angina, and arrhythmias topics. Students' achievements in post-lecture quizzes were improved significantly compared with the pre-lecture quizzes in all cardiovascular clinical pharmacology topics. Most of the students recommended using these online quizzes in pharmacology courses. All students agreed that the online quizzes were very useful to enhance the learning of the material of this course.

### Learning Objectives:

- Participants will learn about the pilot study
- Participants will be exposed to aspects that can be replicated

**Presenters:** Khaled M. Hasan, Physician Assistant Department, UMES  
Tiffany Maxwell, Physician Assistant Department, UMES

**Session 2 | 9:30-9:55 AM**

## Now More Than Ever, Student Voices Matter

Session Content Area: **Engaged & Integrative Learning**

After more than two years of pandemic learning, facilitating great class discussions is more important than ever. Our classrooms are an amazing blend of diverse students who can learn just as much from one another as they can from their instructors. This discussion will share ideas on how to develop a comfortable, and even fun, place for students to discuss class topics, find their writing voices, and get to know their peers, as we all begin to work our way out of the fog of the 2020s.

### Learning Objectives:

- Hear about ideas on how to engage students in class discussions
- Learn about creating assignments and talking points that facilitate conversations
- Learn how to help students to get to know their peers

**Presenter:** June Locco, Department of English, Towson University

## Reimagining international student exchange through Collaborative Online International Learning (COIL) project

Session Content Area: **Online Teaching & Learning**

The COVID-19 pandemic has limited the physical mobility of student exchange, but it created new opportunities to internationalize college campuses through virtual platforms. This session will share our experience designing and teaching a collaborative online international learning (COIL) class between Suranaree University of Technology, Thailand and Howard Community College, MD. This session will discuss the challenges and strategies when the instructors design this exciting global and cultural education project, which can help students understand the challenges that reach beyond their borders and prepare the students for future successes in an increasingly diverse world. The success of this project proves that online platforms have the potential to make international exchange and learning for students more accessible and inclusive.

### Learning Objectives:

- Participants will gain some insights into the challenges and strategies of designing virtual exchange classes/projects
- Participants will develop some ideas for offering global experiences to students, and prepare students for online collaboration.

**Presenter:** Yang Yu, Division of Social Sciences and Teacher Education, Howard Community College

**Session 3 | 10:00-10:50 AM**

## Potentials of Storytelling for Teaching and Learning

Session Content Area: **Engaged & Integrative Learning**

This presentation performs a content analysis on 100 teaching evaluations to examine the potentials of storytelling to engage and motivate students for rewarding learning outcomes. The 100 evaluations were randomly selected. The time period for the evaluations spans from 2007 to 2017, from two institutions of higher education in the United States of America.

### Learning Objectives:

- Participants will learn how to rely on storytelling for teaching and learning
- Participants will learn how to use relevant stories to engage students for effective and rewarding learning outcomes

**Presenter:** Jacques L. Koko, Department of Conflict Analysis and Dispute Resolution, Salisbury University

## Considering Social Emotional Learning and Trauma to Improve the Students' Learning Experience

Session Content Area: **Assessment & Course Design**

Social Emotional Learning and Trauma are important to consider when designing and delivering courses. According to the Cambridge University Press, there's no aspect of learning that does not involve emotions. Moreover, studies show that students who have faced trauma in their lives struggle to self-regulate, communicate their emotional state, maintain concentration, stay organized, and can become distrustful of others. Disorganization and memory loss are also trauma-related responses (Patterson et al., 2020). Therefore, this session will discuss ways to address Social Emotional Learning and Trauma to improve the learning experience for students.

### Learning Objectives:

- Define Social Emotional Learning
- Discuss impact of trauma on student learning
- Identify methods to address trauma in learning experiences
- Create plan to adopt strategies to address Social Emotional Learning and Trauma for students

**Presenters:** Morris Thomas, Office of the Provost, Howard University  
Cindy Philpot, Center for Excellence in Teaching, Learning and Assessment, Howard University

**Session 4 | 11:00-11:50 AM**

## Global Problems, Local Solutions: Developing International, Interdisciplinary Service Learning Opportunities for Students

Session Content Area: **Engaged & Integrative Learning**

According to the Center for Minority Service Institutions (CMSI), only 10.9% of students from MSIs study abroad, a statistic that has declined since the COVID-19 pandemic. African-Americans make up the lowest group for study abroad at only 6.4% of students. This session describes the importance of curriculum internationalization on the personal and professional development of students and faculty. Resources to facilitate study abroad including those at the Centers for International Education (CIE) and third-party providers will be covered. Global education through service-learning and research projects will be explored as a best-method approach to improving students' intercultural skills.

### Learning Objectives:

- Describe the benefits of studying abroad for student and faculty development



- Identify institutional and external partnerships to support and advance curriculum internationalization
- Develop interprofessional opportunities and programming for students that maximize their intercultural competency skills

**Presenters:** Yen Dang, Pharmacy Practice, UMES  
 Michael Lane, Director of the Richard Henson Honors Program, UMES  
 Phillip Broussard, Director of the Foreign Language Instructional Center, UMES

## Developing a HBCU CTL Consortium

Session Content Area: **Faculty Leadership & Development**

COVID has taught us much about the changing scope of the learning enterprise. It is now on us to understand the assignment moving forward. As Historically Black Colleges and Universities (HBCUs) had many challenges and successes navigating teaching and learning during the pandemic, they can offer many strategies for improving course offerings, faculty/staff development and maintaining campus communities. Dr. Ward and Dr. Bannister will discuss the work they are doing to create a Consortium of HBCU Centers of Teaching and Learning in hopes to share the knowledge gained more broadly.

### Learning Objectives:

- Learn more about the development of the HBCU CTL Consortium and what they will be able to offer to Colleges and Universities
- Gain insight to become a part of the process

**Presenters:** John Bannister, Center for Innovative Teaching and Learning, Johnson C. Smith University  
 Amber Ward, Institutional Effectiveness/Center for Teaching & Learning, Delaware State University

<p><b>Session 5   12:00-12:25 PM</b></p>
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## Be the Change – A Distributed Leadership Approach to Strengthening Campus Equity and Inclusivity Efforts

Session Content Area: **Faculty Leadership & Development**

This session illustrates the impact Wilmington University’s BRITE IDEAS program has had in contributing to on-campus equity and inclusivity efforts. With a focus on identifying personal biases, strengthening cultural competency, and leveraging privilege the program empowers faculty to facilitate courageous conversations. Program graduates are recognized as campus “Change Champions,” who use their skills to create department specific equity and inclusivity professional development programming. By distributing leadership opportunities, the Center for Teaching

Excellence has amplified the scope of the social justice work taking place on campus. Participants will discuss how they too can model this approach at their institutions.

**Learning Objectives:**

- Participants will discuss strategies to increase faculty buy-in regarding equity and inclusivity efforts on campus
- Participants will predict the impact a distributed leadership model would have on campus social justice initiatives
- Participants will be able to construct a similar pathway to enhance on-campus efforts at their institution

**Presenter:** C. Josh Simpson, Center for Teaching Excellence, Wilmington University

### **Pharmacy Faculty Perceived Stress and Burnout**

Session Content Area: **Faculty Leadership & Development**

Perceived stress and burnout may impact wellbeing and productivity. This session aims to describe these two constructs among pharmacy faculty in the US and identify the demographic characteristics that impact individuals' inclination to exhibit either of them. A total of 774 participated in a short survey. Faculty's contact information was individually downloaded from the Internet (school and college websites). Stress was measured with the Perceived Stress Scale, whereas burnout was measured with the Oldenburg Burnout Inventory. Correlations were assessed using bivariate analyses. Data was collected from November 2021 to January 2022.

**Learning Objectives:**

- Identify the characteristics of pharmacy faculty that are more prone to stress and burnout
- Estimate the average perceived stress level and burnout perception among faculty members
- Describe the impact of having "practice" as part of faculty role on burnout perceptions

**Presenter:** Omar F. Attarabeen, Pharmacy Practice & Administration, UMES

**Session 6 | 1:00-1:50 PM**

### **Entering the 'Lady's Dressing Room': Using Digital Choose-Your-Own-Adventures to Enhance Student Learning Outcomes**

Session Content Area: **Online Teaching & Learning**

This session will cover how to develop online counter-factual, also known as if-narratives or choose-your-own-adventures, to help students overcome learning challenges. Drawing from an example developed for teaching a difficult eighteenth-century poem by Johnathan Swift, I will go through the steps for creating environments of digital play that slow students down, enhancing

their sensitivity to details, information, and systems. This method challenges them to actively participate in topical scenarios in order to break bad habits of misconstruing or superficially glossing information, teaching them to make critical judgements rather than merely seeking an answer.

**Learning Objectives:**

- Learn how to construct digital if-narratives
- Learn how to use if-narratives to enhance student learning

**Presenter:** Melanie Holm, Department of English, Indiana University of Pennsylvania

**Globalization and Internationalization of Higher Education- Leadership Perspective**

Session Content Area: **Engaged & Integrative Learning**

**Presenter:** Hazel L. Bradshaw-Beaumont, Department of Mass Communications, and the Visual and Performing Arts, Delaware State University

**Session 7 | 2:00-2:25 PM**

**Interdisciplinary Pedagogy & Policy: Why is it so hard to be interdisciplinary?**

Session Content Area: **Going Interdisciplinary**

The increasing complexity of issues we face, along with an emphasis on integrative learning and on interdisciplinarity in grant-making bodies, has led to calls for greater interdisciplinarity in Higher Education in the United States. However, the growth of interdisciplinary programs/research has been slower and more difficult than might be expected. This presentation will explore the effects of federal, state, and institutional policies on the shape of interdisciplinary programs. We will examine why these policies have not resulted in the type of institutional adaptability needed for interdisciplinary programs to thrive and how we might overcome the policy barriers to interdisciplinarity.

**Learning Objectives:**

- Participants will examine the growth of interdisciplinarity within higher education along with governmental and organizational policies that encourage that growth
- Participants will identify some of the current barriers to interdisciplinarity that exist despite increasing calls for and emphasis on interdisciplinarity
- Participants will develop ways to counter the barriers to interdisciplinarity that may exist at their institutions

**Presenter:** Catherine Jackson, Department of Interdisciplinary Studies, Salisbury University

## Using Scavenger Hunts for Library Learning

Session Content Area: **Engaged & Integrative Learning**

The Frederick Douglass Library created a scavenger hunt to help students become familiar with the library collections and resources. This session will demonstrate how the scavenger hunt was created and how the clues help students learn about the library.

### Learning Objectives:

- Describe the impact of play on learning
- Identify areas of the library important to information literacy
- Learn how a scavenger hunt can be used as a learning strategy

**Presenter:** Joseph Bree, Library Services, UMES

**Session 8 | 2:30-3:20 PM**

## TED Talks: Tools for Student-Centered Critical Thinking & Writing

Session Content Area: **Engaged & Integrative Learning**

TED Talks: Tools for Student-Centered Critical Thinking & Writing is an immersive teaching tool to enhance student engagement in and out of the classroom. Too often students are criticized for their social media engagement (often perhaps for good reasons). However, this presentation promotes in-class or homework assignments that foster students' critical thinking skills, improved writing styles (including grammar), opportunities for self development, foundations of citizenship responsibilities, and social justice issues.

### Learning Objectives:

- Identify an option to develop a student-centered thematic, critical thinking & writing template
- Learn about engaging student creativity
- Learn how to foster student personal and social growth
- Identify ways to stimulate student conversations

**Presenter:** Billy Brocato, Department of Social Sciences, UMES

## **The Writing Center across the Disciplines**

Session Content Area: **Going Interdisciplinary**

We know that Writing Centers assist students in composition courses, and that has been the primary role of the UMES Undergraduate Writing Center in recent years. However, Writing Centers should be the epicenters of Writing across the Curriculum and Writing in the Disciplines programs, and they are inherently interdisciplinary. We are expanding in that area this year. My presentation will describe how Writing Centers can assist faculty and students across the disciplines; the differences between, advantages and disadvantages of face-to-face and online tutoring sessions; and how faculty across the disciplines can help Writing Centers most effectively assist their students.

### **Learning Objectives:**

- Participants will be able to state how the Writing Center can assist faculty and students across the disciplines at their colleges and universities
- Participants will be able to state at least one difference between, advantage of, and disadvantage of both face-to-face and online tutoring sessions
- Participants will be able to state how they can help the Writing Center most effectively assist their students

**Presenter:** Terry Kundell, Department of English & Modern Languages/Director of the Writing Center, UMES

## **CLOSING REMARKS**

**3:20-3:30 pm**

**Cynthia Cravens, Director of the Center for Teaching Excellence, UMES**