

NEFDC Conference Schedule

June 7, 2019

Landmark College, Putney Vermont

8:00 Continental Breakfast Service Begins
 8:00 – 9:00 Conference Registration
 9:00 – 9:15 Welcome and Introductions
 9:15 – 10:30 Keynote Address
 3:05 – 4:00 Poster Session; Wine and Cheese Reception

10:45 - 11:40 Concurrent Session 1					
The Reference Interview as a Teaching Technique (Simmons University)	Enhancing Academic Confidence via Self-Regulated Learning (NEIT)	Transforming the Energy of Stress & Anxiety for Well-Being (Northeastern University)	Four Domains of Learning; Supporting Students with Anxiety (Landmark College)	(TT) Beyond the Trigger Warning: Trauma-Informed Teaching (Regis College) (TT) Using an Active Reading Checklist to Manage Reading Load (Landmark College)	Using reflective consultation to reduce anxiety (University of Massachusetts Amherst)
1:00 - 1:55 Concurrent Session 2					
Can You Hear Me Now? Taking Public Speaking Courses Online (Brandeis University)	Building a Foundation of Trust for Effective Peer Review (Lesley University)	Inhale/Exhale: Mindfulness in the Classroom (Landmark College)	Promoting Resilience Through Universal Design for Learning (Diverse Learning Consulting/CAST/ (Landmark College)	(TT) Utilizing Reflective Writing Activities in the Classroom (Quinnipiac University) (TT) Strengths Perspective as Pedagogy for Empowering Students (Bridgewater State University)	(TT) Reducing anxiety towards team-based learning (NEIT) (TT) Navigating Stress and Anxiety through Mindfulness (Kinetic Presence)
2:10 - 3:05 Concurrent Session 3					
Active Learning	5 not 10 UDL Practices	Communication	Teaching the Paperless	(TT) Math Anxiety: Helping	

Activities that Reduce Student Anxiety (SUNY Cortland)	Inclusive of Students with Anxiety (Simmons University)	Apprehension & Intervention Techniques (Suffolk University)	Academic Course (Johnson & Wales University)	Students Reframe and Re-engage (Landmark College) (TT) Cultivating courses for learning and well-being (Dartmouth College)	
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10:45 - 11:40 Concurrent Session 1

The Reference Interview as a Teaching Technique (Simmons University)

Young adults have difficulty formulating questions, including research questions for assignments as well as questions to ask for help when they are confused or stuck. This difficulty is compounded when anxiety interferes with critical thinking and for neurodiverse students for whom social interactions and abstract questions are particularly challenging. This session will introduce theories and techniques from library science, including the challenges of ill-formed and imposed queries, and will use activities to practice reference interview techniques meant to assist students in articulating questions and asking for assistance.

Enhancing Academic Confidence via Self-Regulated Learning (NEIT)

Implementing self-regulated learning strategies within the classroom has potential to improve a student's academic self-efficacy and potentially reduce academically related stress, which in turn can facilitate academic persistence. Participants will discuss self-regulation and metacognitive strategies that can be modeled within a classroom, facilitated within workshops, or taught directly to students within a course. Participants will use self-regulated learning theories to develop new or augmented strategies that are appropriate and personalized for their learning environments with the goal to increase academic self-efficacy, reduce stress, and increase perseverance.

Transforming the Energy of Stress & Anxiety for Well-Being (Northeastern University)

This interactive session will use the neuroscientific theory and research on well-being of Richard Davidson (University of Wisconsin) to consider how we might transform stress and anxiety that occurs during high impact educational practices (i.e. service-learning, diversity/global learning, and internships). Davidson highlights 4 key components of well-being: 1) Resilience, 2) Outlook, 3) Attention, and 4) Generosity. Attendees will apply these concepts to a case study and discuss their own experiences of anxiety and stress as faculty or those of their students.

Four Domains of Learning; Supporting Students with Anxiety (Landmark College)

Social-emotional influences for students with learning disabilities is discussed within our larger framework, The Four Domains of Learning and the accompanying World of Learners Wheel. The interactive model can inform explicitly designed instruction to support at-risk students. It supplies shared language for students and professionals; and can become a great way to support students in understanding their academic strengths and challenges as they begin to verbalize and set realistic goals for themselves. The session will include hands-on practice with these learning domain materials for both enhanced understanding for the participant and ideas for future use with students experiencing stress and anxiety.

(TT) Beyond the Trigger Warning: Trauma-Informed Teaching (Regis College)

Recent controversy over “trigger warnings” reveals two opposing viewpoints: those who argue that college should provide emotional safety and those who argue that it should provide intellectual challenge. In reality, students need both. The application of a trauma-informed approach to teaching can help faculty to reconcile these seemingly incompatible goals. With over half of students in a national survey reporting that they had experienced academics as traumatic or very difficult to handle, implementation of this approach has the potential to benefit a great many students.

(TT) Using an Active Reading Checklist to Manage Reading Load (Landmark College)

Students with learning differences often encounter anxiety when faced with a reading load that they perceive to be large. Students with dyslexia and language-based learning differences frequently struggle to mitigate the biological challenges associated with reading and comprehension. Students with Autism Spectrum Disorders often encounter challenges connecting the course-specific reading to other courses and personal experiences. Students with ADHD encounter issues with mental focus when reading large amounts of text. Finally, students with working memory issues may find it difficult to process and remember the details of their reading. One solution to alleviate the students’ anxiety is the use of a checklist that helps them to read strategically by employing active reading strategies such as determining main points, summarizing, developing personal connections with the text, and predicting the effect of the reading. The use of a template promotes the development of executive functioning to select items of interest and/or importance and to concentrate on important concepts in required course readings.

Using reflective consultation to reduce anxiety (University of Massachusetts Amherst)

Anxiety related to teaching and learning is prevalent in today’s classrooms. This session provides participants the opportunity to learn how to use the consultation process to address teaching and learning issues by actively reflecting upon students’ comments (gathered from a mid-term assessment process (MAP)). The interactive session will guide participants in a reflective consultation activity where they will practice using student’s comments celebrate those things that are going well within the classroom setting and discuss a plan of action for addressing those things which may need to be improved. The interactive activity will enable participants to gain important reflection skills which can be continuously drawn upon to help address instructional concerns. This session also provides faculty developers with a framework for leading faculty in a reflective consultation process useful helpful for ongoing self-analysis.

1:00 - 1:55 Concurrent Session 2

Can You Hear Me Now? Taking Public Speaking Courses Online (Brandeis University)

Public speaking remains a skill that induces much anxiety among people and this remains true for students in public speaking courses. The workshop will explore how moving such a course from a face-to-face to an online experience can not only alleviate such anxiety but allow for a richer and more powerful learning experience where students can practice and fine-tune their public speaking skills more than in a traditional course while also getting more detailed and specific feedback to improve their speaking skills.

Building a Foundation of Trust for Effective Peer Review (Lesley University)

What pedagogical methods can college instructors use to quell students’ anxiety while upholding high levels of academic rigor in the peer review process? This question emerges from a cross disciplinary action research at Lesley University. Exploring peer review methods in higher education writing instruction, we focus on practices instructors across disciplines (including education, history, design, drama and creative writing, animation) use to create positive environments for student-led peer review. We present pedagogical tools that encourage students to articulate their needs and build trust among their peers while engaging in peer review.

Inhale/Exhale: Mindfulness in the Classroom (Landmark College)

Join us as we demonstrate how easy it is to use mindfulness activities in the classroom. This session will allow you to participate in a variety of mindfulness activities that instructors in any discipline can use to help students to engage more fully in class. Briefly, we will discuss what mindfulness is, the science that supports it, and how it helps students to improve learning and to reduce anxiety. We will lead you in several mindfulness exercises that we successfully use in our own classrooms. You will leave with the tools you need to show mindfulness to students in your classes.

Promoting Resilience Through Universal Design for Learning (Diverse Learning Consulting/CAST/ (Landmark College)

Stress and anxiety are common when students lack knowledge, skills, and/or abilities orthogonal to proximal and distal learning goals but required by instruction and materials. For example, large assumptions are often made about students' executive processing skills and affective needs, with few or no supports for neurodiverse students with challenges in these domains. This session will explore Universal Design for Learning as a framework for addressing these barriers and supporting students' willingness and ability to engage in productive struggle through self-agency and resilience.

(TT) Utilizing Reflective Writing Activities in the Classroom (Quinnipiac University)

Recent research has illustrated a significant problem in American higher education: the increasing anxiety of 21st century college students. Over the last several years, students have entered college experiencing greater levels of anxiety, which can deleteriously impact learning and academic performance. In this conference session, participants will learn how to utilize reflective writing exercises in their classrooms as a means to help students reduce their anxiety and improve academic performance.

(TT) Strengths Perspective as Pedagogy for Empowering Students (Bridgewater State University)

The Strengths Perspective is a way of knowing that has been a symbol of the social work profession. This perspective can also serve as a key value in higher education teaching with non-traditional students who may lack confidence in their ability to persist and succeed across academic departments. These students also often face structural barriers and personal challenges. This pedagogical tool can help instructors empower students. In this session, participants will learn the six principles of the Strengths Perspective and how each can be applied to foster student success.

(TT) Reducing anxiety towards team-based learning (NEIT)

Today's fast paced digital world can have significant emotional impacts upon students. As institutions move towards learning methodologies that incorporate team-based learning, awareness of the approaches to management for student success become important. Jean will present an "Four Essential Element's" framework designed to help reduce student anxiety while participating within team-based learning environments. Jean will discuss how to minimize barriers to group cohesiveness and she will also present management design ideas that will promote student accountability when participating within a team-based learning environment.

(TT) Navigating Stress and Anxiety through Mindfulness (Kinetic Presence)

Mindfulness is a "way of being" that involves attending to the present moment without judgment. By tuning into aspects of the immediate experience such as breathing, a practitioner creates space where she/he is no longer hijacked by the experience, but instead becomes an observer of the moment. The cultivation of awareness through breath is helpful for anxiety because it quiets the mind and can initiate a return to physiological and psychological balance. Participants in this session will practice mindful breathing and will learn to incorporate this practice into their personal lives and classes.

2:10 - 3:05 Concurrent Session 3

Active Learning Activities that Reduce Student Anxiety (SUNY Cortland)

College classrooms are places where students encounter new viewpoints and are challenged to reassess their beliefs, but there is an increasing diversity of students and an increasing diversity of needs. In a world where students often have less social confidence than previous generations, this diversity can cause increased anxiety among all students, not just those with clinical diagnoses related to anxiety. Faculty need to retool to teach these students, particularly with the concurrent decrease in potential students and the resulting need for improved first year retention. This session will address how to challenge students while keeping student anxiety to a minimum. Participants will receive best practices on how to accomplish this, and practice several active learning methods that fit this need. Participants should expect to discuss not only their experience with these methods, but also share their own methods for reducing anxiety in challenging classes.

5 not 10 UDL Practices Inclusive of Students with Anxiety (Simmons University)

Classroom practices that support students who struggle with anxiety also enhance the learning for all students. In this workshop, participants will discover how to create a flexible syllabus designed for all students, embrace multiple definitions of participation to highlight student strengths, use meditation strategies within the classroom environment, create flexible classroom policies, and design group work tasks inclusive of all students. Finally, we will encourage participants to analyze and reconstruct their own classroom practices to support students with anxiety.

Communication Apprehension & Intervention Techniques (Suffolk University)

Despite educational initiatives to improve students' communication skills, many students are deficient in oral and written communication. Literature suggests one factor rendering these initiatives ineffective is Communication Apprehension (CA), the predisposition to avoid communication or to experience anxiety when it is required. Educators interested in improving students' communication skills should be aware of CA especially as it relates to the growing preference by Millennials for computer-mediated social interaction (active avoidance of face-to-face communication). Participants will receive the most commonly used CA tests and interventions and can take the tests if interested.

Teaching the Paperless Academic Course (Johnson & Wales University)

Conventional wisdom dictates the necessity of a research paper as an expected initiation into many academic disciplines, often inducing anxiety in students and faculty alike. In an age where democratization has brought students of increasingly diverse ranges of skills, aptitudes, and experiences together in a common learning environment and new technologies have accelerated the transformation of literacy models, all students—with and without documented learning differences—may benefit from assignment combinations that enable everyone to meet learning outcomes at high standards using alternatives to the one-size-fits-all research paper as the go-to assignment for a college course.

(TT) Math Anxiety: Helping Students Reframe and Re-engage (Landmark College)

Math is everywhere, and every student deserves a chance to learn it. Students across many levels of math can and do experience math anxiety. Math anxiety is a stress of learning and participating in the math classroom or situations that require mathematics. Acknowledging and affirming students and the struggle is the first step to helping them reframe their anxiety and gain the courage to doing math - at any age. There are several strategies that classroom faculty can implement in classrooms and with students to help them reframe these anxieties and reengage in the math classroom. Session participants will discuss these concrete ideas on how to reframe math anxiety and help students build resilience.

(TT) Cultivating courses for learning and well-being (Dartmouth College)

In this action-oriented session, participants will learn about various teaching and course design strategies that enhance learning and improve student mental health, and develop a plan to share these lessons within their own campus community. In addition to an exploration of the connection between student well being and engaged learning, we will explore methods for raising faculty awareness around the issue and critical role that they play in creating a culture that supports mental wellbeing.