



*The New England Faculty Development Consortium*

## **Authentic Learning: Developing Students as Independent Thinkers**



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**Friday, October 21, 2022**  
**Hogan Center, College of the Holy Cross**  
**Worcester, Massachusetts**

**Conference Chairs:**

Eric Matte, Landmark College  
Jackie Boivin, Bridgewater State University

**Conference Proposal Chairs:**

Kellie Deys, Nichols College  
Kim Burns, Dr. Kim Burns Coaching and Consulting



## Keynote Speaker: Dr. José Antonio Bowen

*Teaching Change with the New 3Rs*

**Dr. José Antonio Bowen** will present a keynote and plenary workshop on the topic of *Teaching Change with the New 3Rs*.

Learning something new—particularly something that might change your mind—is more difficult than teachers think. A new 3Rs of relationships, resilience and reflection can help us lead better discussions and reach more students. Without sacrificing content, we can design courses to increase effort and motivation, provide more and better feedback, help students learn on their own and be better able to integrate new information now and after they graduate. The case for a liberal (or liberating) education has never been stronger, but it needs to be redesigned to take into account how human thinking, behaviors, bias, and change really work. Recent and wide-ranging research from biology, economics, psychology, education, and neuroscience on the difficulty of change can guide us to redesign an education of transformation and change.

Bio: Dr. José Antonio Bowen, author of *Teaching Change: How to Develop Independent Thinkers Using Relationships, Resilience, and Reflection* and *Teaching Naked: How Moving Technology out of Your College Classroom Will Improve Student Learning*. He is also the 2018 recipient of the Ernest L Boyer Award (for significant contributions to American higher education) from the New American Colleges and Universities (NAC&U); and is a Senior Fellow at AAC&U.

## Upcoming NEFDC Opportunities

### Spring 2023 Virtual Brown Bag Workshop Series

#### *Authentic Learning – Developing Students as Independent Thinkers*

January 13 | March 3 | May 23  
12:00 PM – 2:00 PM

**Save the dates!**

**We will release a call for proposals for the Spring 2023 Brown Bag Workshops Series following the Fall Conference.**

### The Exchange Call for Submissions

Consider writing an article for The Exchange, the NEFDC's peer-reviewed publication. We especially welcome articles related to this year's theme.

**The deadline for submissions for the Annual Spring Issue is Jan. 31, 2023.**

**Submission Guidelines can be found at <http://nefdc.org/the-exchange>**

## Conference At-A-Glance

8:15 AM – 9:00 AM	Registration and Continental Breakfast
9:00 AM – 9:10 AM	Welcome & Introductions: Linda Breunjes, NEFDC President
9:10 AM - 10:15 AM	Keynote Address by Dr. José Bowen: <i>Teaching Change with the New 3R's</i>
10:15 AM – 10:30 AM	BREAK
10:30 AM – 11:45 AM	Workshop with Dr. José Bowen, <i>Teaching Change</i>
11:45 PM	LUNCH and Announcements: Eric Matte and Jackie Boivin, Conference Chairs
12:20 PM – 12:50 PM	Open Mic, Poster Session
1:00 PM - 1:50 PM	Concurrent Session 1 (Session Descriptions and Room Assignments Below)
2:00 PM – 2:50 PM	Concurrent Session 2 (Session Descriptions and Room Assignments Below)
3:00 PM - 3:30 PM	Closing Session and Raffles, Posters

## Open Mic

### **Podcasting For Pedagogy: Engaging Students**

*Jon Boroshok, Southern New Hampshire University*

### **Perusing Perusall: Annotating Collaboratively**

*Kellie Deys, Nichols College*

### **Musical Class Kickoff**

*Jackie Boivin, Bridgewater State University*

### **Collaborative Exam Review Using Google Sheets**

*Donna DiLullo, Springfield College*

## Poster Descriptions

### **Fostering Authentic Learning and Science Collaboration through a Multi-Lab Research Experience**

*Sally Chamberland, Marisa Blauvelt, Springfield College*

Ferulic acid (FA) has shown interesting antimicrobial activities, demonstrating potential as an antibiotic. Antibiotic resistance is a health crisis arising from the improper use of antibiotics. Scientific collaboration is key in any STEM discipline and yet students typically only experience collaboration during group projects. In this independent study experience students work with an organic chemist and a microbiologist. Students are asked to work and communicate their progress in multiple labs to simulate science collaboration, providing a more authentic learning experience.

### **The Role of Independent Study Using Animal Model Research in Preparing Undergraduates in Biology**

*Shari Litch Gray, Regis College*

This poster will present the results of a 2021-2022 SoTL study funded by an NEFDC grant to evaluate the impact of research experiences on self-efficacy (belief in a student's own capacity for learning and success), behavioral intent (graduate school, career prospects), and attitudes about science-based careers in undergraduate biology majors.

### **Fallout from Remote Instruction: An Unanticipated Shift Towards More Authentic Learning**

*Marisa Blauvelt, Springfield College*

The COVID-19 pandemic forced my two-semester organic chemistry course to move from an in-person traditional lecture to a fully remote course utilizing a flipped classroom model. During the post-pandemic 2021-2022 year, mostly sophomore students, many of whom had never attended college in person, applied their knowledge of video content through a variety of new low-stakes assignments in and out of the classroom. These new assignments led to more authentic learning opportunities, compared to both the pre-pandemic traditional lecture and the fully remote flipped classroom courses.

### **Teaching Pediatric Growth and Development Through use of Concept Maps and Play**

*Susan Fichera, Northern Essex Community College*

I began this project years ago on a hunch that since I was teaching Pediatric Nursing, the student nurses should "get into the head" of a child, and try playing! Although we now find it "normal" to see adult coloring books for sale, this was before that trend hit. This is about changing the "mindset." Participants may see new ways to meet learning objectives through play, experiential learning, and concept mapping, and find that students become very immersed in their work!

### **Way Too Many Options: Strategies for When to Use Case, Project, and Problem-based Learning in Nursing Education**

*Ricardo Poza, Andrea Delaney, University of Massachusetts Chan Medical School*

Contemporary nursing education requires that prospective students remain at the forefront of practice and innovation. As the profession continues to raise the bar for quality education, including the recently released American Association of Colleges of Nursing (AACN) New Essentials, and a revised National Council Licensure Examination for Registered Nurses (NCLEX), it is imperative that we explore and utilize the most effective active learning strategies to foster clinical reasoning and decision making. *This project was supported by an NEFDC SoTL grant.*

### **Creating an Interactive System for Unit Operations in Chemical Engineering using Advanced Technologies**

*Laila Abu-Lail, Worcester Polytechnic Institute*

By adopting advanced technologies, we developed an interactive laboratory system for unit operations and evaluated its effectiveness via a post course survey. Examples of the implemented technologies include Microsoft Teams, Zoom, PTZ cameras, recorded illustration videos, and augmented reality. This system was also implemented in transforming hands-on labs into hybrid and virtual operation and achieved desired outcomes. This approach identifies a teaching model that has promise for improving the quality, flexibility, and effectiveness of education.

## Concurrent Session 1 At-a-Glance 1:00 PM – 1:50 PM

50-Minute Interactive	50-Minute Interactive	50-Minute Interactive	50-Minute Interactive	50-Minute Interactive	50-Minute Interactive	50-Minute Interactive
Room 401	Room 402	Room 403	Room 406	Suite A, 4 <sup>th</sup> Floor	Room 410	Room 328
<b>Literature to Spark Anti-Racist Thoughts and Actions</b>  Jackie Boivin, Marlene Correia, Bridgewater State University	<b>Talking about what we don't talk about: Capitalism in the business school classroom</b>  Sarah Stookey, Central Connecticut State	<b>Innovative Course Design through Strategic Collaboration</b>  Jonathan Torres, Rosanna Tufano, Quinnipiac University	<b>Educational Escapes: Lockboxes in the classroom</b>  Nikki Anderson, Nichols College	<b>LEAN, fireFighters: Student led, Minimal Viable Product (MVP) Development</b>  Leonard J. Samborowski, Anna Sullivan, Christine Beaudin, Nichols College	<b>What does this mean to you?: The essentiality of reflection in authentic learning</b>  Dana Grossman Leeman, Tufts University	<b>Grief &amp; Mourning as Opportunities for Authentic Learning and Independent Student Thinking</b>  David O'Malley, Bridgewater State University, Shan Mohammed, Northeastern University
<b>Board Steward: Linda Breunjes</b>	<b>Board Steward: Chris Hakala</b>	<b>Board Steward: Lori Rosenthal</b>	<b>Board Steward: Kim Burns</b>	<b>Board Steward: Eric Matte</b>	<b>Board Steward: Ye Liu</b>	<b>Board Steward: Amely Cross</b>

## Concurrent Session 1 – 55 Min. Interactive Session Descriptions

### **Literature to Spark Anti-Racist Thoughts and Actions**

*Jackie Boivin, Marlene Correia, Bridgewater State University*

Can we track students' authentic learning of anti-racism? During this session, presenters will share their experiences investigating the impact that using an anti-racist book study, Tiffany Jewell's *This Book is Anti-Racist*, had on elementary pre-service teachers before their practicum. Rooted in Critical Race Theory, this study includes survey data (quantitative) and discussion board questions (qualitative). The session will include discussion on how these results inform higher education about improving anti-racist programming and the cultural responsiveness of the learning community.

### **Talking About What we Don't Talk About: Capitalism in the Business School Classroom**

*Sarah Stookey, Central Connecticut State University*

In the U.S., capitalism is not widely discussed. The word is familiar, but "capitalism" is generally a black box, generally taken for granted and ignored. Juxtaposed with their immersion in it, most people (including those with strong opinions about it) are unable to explain its fundamental elements. Beyond very cursory explanations, its principles and circuits are not taught in colleges (including, perhaps surprisingly to some, business schools!). In a democratic society this is a serious problem. In the session I expand on the problem and outline an approach for breaking this silence.

### **Innovative Course Design through Strategic Collaboration**

*Roseanna Tufano, Jonathan Torres, Quinnipiac University*

Presenters will describe the collaborative process of designing an innovative capstone course in the Occupational Therapy Master's program at Quinnipiac University. The collaboration included the Director of the Center for Teaching and Learning, a Clinical Professor of Occupational Therapy, and Master of Occupational Therapy students. The designed course's outcome was itself to design a course that would train graduate OT students in Family Centered Care.

### **Educational Escapes: Lockboxes in the Classroom**

*Nikki Anderson, Nichols College*

In higher education, sometimes we become so inundated with the pressures of academia that large undertakings in student engagement seem impossible. Early reports showing the aftereffects of COVID on student learning indicate engagement is key in students' recovery. This



session provides instructors with the tools needed to create a fun, educationally beneficial, and easily sustainable learning activity on the path to authentic learning: lockboxes in which students must work together to solve clues and "escape" from the classroom.

### **LEAN, fireFighters: Student Led, Minimal Viable Product (MVP) Development**

*Leonard J. Samborowski, Anna Sullivan, Christine Beaudin, Nichols College*

This session offers insight on how student led consulting adds value to both intellectual growth and business. Eight graduate students in the MBA program of Nichols College combined an exploration of LEAN management theory with authentic learning to develop research-based deliverables in support of RedLine, a company that provides onsite, firefighter gear cleaning. Over a 7-week course, students completed LEAN process stages, independently creating a minimum viable product (MVP) for RedLine. Limited research has been conducted to measure the effect of LPD to franchise operations.

### **What Does This Mean to You?: The Essentiality of Reflection in Authentic Learning**

*Dana Grossman Leeman, Tufts University*

Authentic learning prepares students for real-world contexts and problems but must contain a reflective component. Schön asserted that with reflection, active learning is an experiment where learners cultivate curiosity, observational, and evaluative capacities that nurture insight and improve future practices. Reflection requires intentionality and discipline. Omitting reflection inhibits transformation. Together, through experience and reflection, we will explore the importance of this practice, and consider ways to integrate reflective practice into our work as educational developers.

### **Grief & Mourning as Opportunities for Authentic Learning and Independent Student Thinking**

*David O'Malley, Bridgewater State University, Shan Mohammed, Northeastern University*

This interactive and interdisciplinary session will explore ways faculty can assist students to explore grief and the ways humans mourn individually and collectively. This session will consider frameworks including concepts from the literature of 1) trauma-informed teaching, and 2) grief responsive teaching to consider a variety of issues covered in our teaching, advising and mentoring of students. The session will use case studies to explore appropriate course content and professional development issues in our work with students. Participants are invited to share their wisdom and questions.

## Concurrent Session 2 At-a-Glance 2:00 PM – 2:50 PM

50-Minute Interactive	50-Minute Interactive	TWO 25-Minute Teaching Tips	50-Minute Interactive	50-Minute Interactive	TWO 25-Minute Teaching Tips	TWO 25-Minute Teaching Tips
Room 401	Room 402	Room 403	Room 406	Suite A, 4 <sup>th</sup> Floor	Room 410	Room 328
<b>The Future Is...Utopian Learning Environments Encouraging Curiosity-Fueled, Self-Directed Research and Content Creation</b>  <i>Amy Beaudry, Gaelen Lee Benway, Quinsigamond Community College</i>	<b>Peer Coaching in Higher Education: Faculty Coaching Partnerships to Support Rigorous, Equitable, and Engaging Classrooms</b>  <i>Kristin N. Rainville, David Title, Elizabeth Luoma, Sacred Heart University</i>	<b>Points of Passion and Power: Providing Choice for Learning and Efficacy</b>  <i>Sara Donaldson, Wheaton College</i>  <b>Critical Reflection as Authentic Learning for Teachers: Using Feature Films to Analyze the Experiences of People with Disabilities in American Schools and Society</b>  <i>Eric Shyman, St. Joseph's University, New York</i>	<b>Engaged Civic Learning Across Colleges: Pursuing Equity by Identifying Inequities &amp; Advancing Civic Dispositions</b>  <i>Jo Hoffman, Sue Eliason, Bridgewater State University</i>	<b>Leveraging OERs for Authentic and Inclusive Learning</b>  <i>Courtney Kurlanska, Marja Bakermans, Sarah Stanlick, Anna Gold, Lori Ostapowicz-Critz, Worcester Polytechnic Institute</i>	<b>Integrating Authentic Research and Scientific Technical Writing in Biology Lab Courses</b>  <i>Louis Roberts, Worcester Polytechnic Institute</i>  <b>Writing Assignments in Project-Based Learning: Ways to Encourage Student Agency</b>  <i>Ryan Smith Madan, Worcester Polytechnic Institute</i>	<b>Using Collaborative Projects to Develop the Knowledge and Practical Skills Necessary for Career Success</b>  <i>Joan Lehoullier, Colby-Sawyer College</i>  <b>Managing Group Work: Strategies for Teaching--not Just Assigning - Group Work</b>  <i>Dalyn Luedtke, Norwich University</i>
<b>Board Steward:</b> Kim Burns	<b>Board Steward:</b> Chris Hakala	<b>Board Steward:</b> Ye Liu	<b>Board Steward:</b> Amely Cross	<b>Board Steward:</b> Jackie Boivin	<b>Board Steward:</b> JT Torres	<b>Board Steward:</b> Kellie Deys

## Concurrent Session 2 - 55 Min. Interactive Session Descriptions

### **The Future Is...Utopian Learning Environments Encouraging Curiosity-Fueled, Self-Directed Research and Content Creation**

*Amy Beaudry, Gaelen Lee Benway, Quinsigamond Community College*

This workshop is modeled on the presenters' honors colloquium course, "The Future Is . . . : Dystopian/Utopian Worlds in Literature and Contemporary Society," in which students develop skills to become independent thinkers, resulting in a literature review and an audiovisual conference-style presentation. Workshop attendees will learn to adapt this learning experience by participating in a scaled-down version of this process, including reading a short fictional work, choosing a real-world topic related to the reading, exploring research on this topic, and visually presenting it.

### **Peer Coaching in Higher Education: Faculty Coaching Partnerships to Support Rigorous, Equitable, and Engaging Classrooms**

*Kristin N. Rainville, David Title, Elizabeth Luoma, Sacred Heart University*

Participants will learn about and explore the impact of faculty peer coaching in higher education and have the opportunity to design or strengthen existing faculty peer coaching initiatives. Participants will learn about one model of peer coaching, investigate the various parts of the framework, and begin to plan ways to launch or refine a faculty peer coaching initiative at their own institution. We will also have time to address challenges and opportunities in the current landscape of higher education.

### **Engaged Civic Learning Across Colleges: Pursuing Equity by Identifying Inequities & Advancing Civic Dispositions**

*Jo Hoffman, Sue Eliason, Bridgewater State University*

Civic learning requires active, authentic learning not passive experiences. In this session we will describe the efforts of an endowed professor of civic education and engagement and colleagues to involve faculty from programs across the colleges of her university in course embedded project-like collaborative assignments in search of equity and inequity identification and potential learning outcomes. Utilizing civic engagement as a pedagogical approach, students learn while doing and build civic dispositions for their future professional and personal lives.

### **Leveraging OERs for Authentic and Inclusive Learning**

*Courtney Kurlanska, Marja Bakermans, Sarah Stanlick, Anna Gold, Lori Ostapowicz-Critz, Worcester Polytechnic Institute*

In this session we will explore the use, adoption, or creation of Open Educational Resources (OERs) to enhance the classroom experience and increase access to knowledge. We will discuss different types of OERs, how to incorporate them into your curriculum, and how OERs can improve students' access to and ownership of their education. Drawing on our personal experience incorporating OERs in our teaching we will guide participants through a series of worksheets to help identify possibilities for incorporation in their courses.

## **Concurrent Session 2 Teaching Tip Descriptions**

### **Points of Passion and Power: Providing Choice for Learning and Efficacy**

*Sara Donaldson, Wheaton College*

As professors, we typically choose what is covered in each course, how students demonstrate proficiency, and thus who gets labeled as successful. Centering control over learning on ourselves limits students' agency and engagement, especially when their interests and needs do not align with our own. Using specific examples from across multiple courses, this session will provide insight into lessons learned developing assignments that allow students to consider and pursue personal learning goals and support peer learning, while balancing autonomy and structure.

### **Using Collaborative Projects to Develop the Knowledge and Practical Skills Necessary for Career Success**

*Joan Lehoullier, Colby-Sawyer College*

We will focus on the use of a collaborative project/assignment in an undergraduate sport management course. Participants will be introduced to a collaborative semester long assignment requiring students to plan, organize, implement, and evaluate a campus recreational event. This collaborative process can be used to design assignments/projects in multiple disciplines; therefore, this session will include time for participants to discuss similarly focused collaborative projects at their own institutions.

### **Managing Group Work: Strategies for Teaching--not Just Assigning - Group Work**

*Dalyn Luedtke, Norwich University*

In this session, we will focus on teaching the characteristics of effective teams, as found in much of the scholarship about effective team dynamics and collaborative learning, through scaffolded activities and assessment. To do so, we will use our experiences with group projects to document what we already do, brainstorm additional ways to teach effective group interaction, and look at models of scaffolded activities and rubrics. In the end, each participant will leave with concrete models for successful implementation.

### **Integrating Authentic Research and Scientific Technical Writing in Biology Lab Courses**

*Louis Roberts, Worcester Polytechnic Institute*

Science is centered on discovery and communication. Authentic research embraces both, and my goal is to develop student scientists positioned to contribute to discovery and how to communicate the novelty and impact of their findings. Communicating discovery via writing in biology manifests in the primary literature and in recording our findings and the processes behind them. Inviting our students to experience the research around them and giving them the awareness of the standards of communication are at the heart of this approach.

### **Critical Reflection as Authentic Learning for Teachers: Using Feature Films to Analyze the Experiences of People with Disabilities in American Schools and Society**

*Eric Shyman, St. Joseph's University, New York*

Research evidences the importance of critical reflection on teaching practice as well as authentic and effective leadership. Therefore, effectively guiding students' critical reflection on the social, political, and cultural depictions of people with disabilities in entertainment media develops their skills as independent thinkers. This critical reflection process develops future teachers' and leaders' authentic understanding of this historically marginalized group so they can better address the needs in all educational and social realms.

### **Writing Assignments in Project-Based Learning: Ways to Encourage Student Agency**

*Ryan Smith Madan, Worcester Polytechnic Institute*

The promise of project-based learning (PBL) in college education rests on its ability to focus students what they can do with knowledge rather than what is "allowed." Writing assignments resonate as a useful tool for accomplishing PBL learning objectives, but writing is also seen by many students as the epitome of busywork and teacher-pleasing. This presentation will give strategies—about writing-assignment design and "ungraded" approaches to assessment—to ensure that writing assignments don't undermine PBL's goals of "Authenticity," "Sustained Inquiry," and "Student Voice & Choice."