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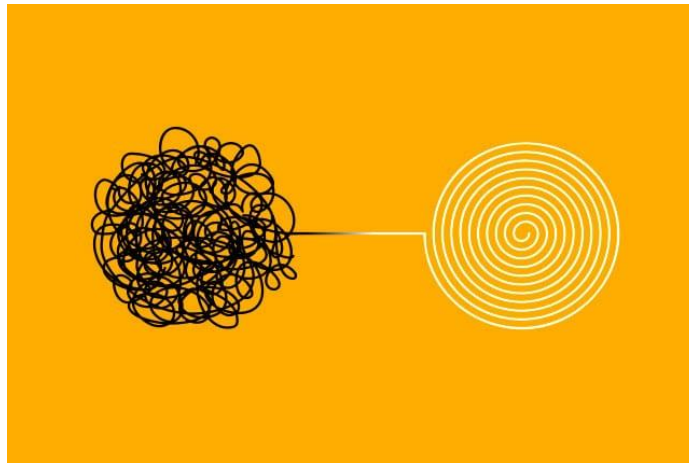
Breaking Convention in Teaching and Learning

Friday, October 20, 2023
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

Keynote Speaker: Dr. Lindsay Masland

In Defense of Teacher-Centered Teaching… and Other Things I'm Not Supposed to Say

Teaching and learning everywhere is experiencing dramatic disruption, forcing educators to rethink what it means to prepare students for an uncertain future. While some disruptions certainly present opportunities for justice, change also introduces new challenges. How do we intentionally disrupt taken-for-granted conventions of higher learning rather than feeling as though the disruptions are happening to us? What practices have we put into place that work in disrupting conventions?

Dr. Lindsay Masland is the Director of Transformative Teaching and Learning in the Center for Excellence in Teaching and Learning for Student Success at Appalachian State University in North Carolina. She coordinates the Teaching and Student Success Lab which provides instructors support to collect and analyze data about their own teaching. Dr. Masland earned BA and MA degrees in Experimental Psychology at Wake Forest University and a PhD in Educational Psychology from the University of Georgia.

Upcoming NEFDC Opportunities

Spring 2024 Virtual Brown Bag Workshop Series

Dates and time will be announced soon!

We will release a call for proposals for the Spring 2024 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, 2024.

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: NEFDC President Chris Hakala Preview the Day, Thematic Tracks**
9:10 AM – 10:15 AM	**Keynote Address**
10:15 AM – 10:30 AM	**BREAK**
10:30 AM – 11:30 AM	**Concurrent Session 1 (Session Descriptions and Room Assignments Below)**
11:30 PM – 12:45 PM	**LUNCH and Poster Gallery**
12:45 PM – 1:45 PM	**Concurrent Session 2 (Session Descriptions and Room Assignments Below)**
1:45 – 2:00 PM	**BREAK**
2:00 PM - 3:00 PM	**Concurrent Session 3 (Session Descriptions and Room Assignments Below)**
3:00 PM - 3:15 PM	**Closing Session and Raffles: NEFDC President Chris Hakala**

Concurrent Session 1 10:30 AM – 11:30 AM					
Assessment			Wellness		Technology
25-Minute Teaching Tips	25-Minute Teaching Tips	25-Minute Teaching Tips	50-Minute Teaching Practice	25-Minute Teaching Tips	50-Minute Teaching Practice
Room 401	Room 402	Room 403	Room 406	Room 407	Room 328
Transforming Lab Reports and Student Assessment to Reduce Educator Fatigue Gemma Bartha, Springfield College **The 5-Minute Reflection** Eric Shyman, St. Joseph's University	**Student Character Sheets: a Self-Reflection Activity for Students** William Duffy, Bristol Community College **From Overwhelmed to Empowered** Tim Hanway, Simmons University	**What Worked and What Didn't: Ungrading in Medical Microbiology** Sally Chamberland, Springfield College **Implementing Grading with Equity Principles** Susan Eliason, Bridgewater State University	**Wuwei of Teaching: Teaching Effortlessly** Adrien Stoloff, Worcester Polytechnic Institute	**Increasing Mindful Engagement through Reflective Journaling, Body Scans and Grounding Exercises** Kristyn DeMarco, Johnson and Wales University	**AI in the Classroom is NOT Plagiarism** Mary Wiseman and Barbara M. Berger, Springfield Technical College
Board Steward: Chris Hakala	**Board Steward: Jennifer Herman**	**Board Steward: Ye Liu**	**Board Steward: Dana Grossman Leeman**	**Board Steward: Ben Mojika**	**Board Steward: Amely Cross**

Concurrent Session 1
Complete Titles and Abstracts

Transforming Lab Reports and Student Assessment to Reduce Educator Fatigue: Enhancing Academic Efficiency and Student Performance.
By Gemma Bartha, Springfield College. Room 401
Reading pages of student science lab reports has become laborious and often lacks grading support. Infographics not only ease this burden on educators but also enhance student engagement, accountability, and creativity. Participants will delve into the innovative use of infographics and discover how infographics are a valuable tool to assess student learning quickly and effectively, with help from a rubric and peer grading. Participants will see a sample rubric with a sample template students use to guide their communication. Student testimony on their experiences will also be shared.

The 5-Minute Reflection: Using Guided Questioning to Facilitate Contemplation in the College Classroom.
By Eric Shyman, St. Joseph's University. Room 401
Likely a result of an increasingly digital world, the current generation of students exhibits a tendency to want immediate access to ideas and information. This sense of immediacy has consequences on their willingness and ability to critically contemplate issues deeply, presenting a challenge to teachers. The 5-Minute Reflection is a way to introduce the idea of reflective contemplation in a time-manageable and non-confrontational manner, while also allowing students to retain their sense of "independence."

Student Character Sheets- a Self-Reflection Activity for Students
William Duffy, Bristol Community College. Room 402
Tabletop Role Playing Games (TTRPGs) have erupted in popularity over the past decade. This popularity opens a new line of inspiration for gamification and engagement focused teaching practices. In this Teaching Tip, we will introduce one such practice, the use of Student Character Sheets. Inspired by how TTRPGs document character abilities and advancement, Character Sheets can help students document their development over time, leading to positive self-reflection. The activity also promotes asset-based thinking and increases engagement through its game-inspired design.

AI in the Classroom is NOT Plagiarism
Mary Wiseman and Barbara Berger, Springfield Technical College. Room 328
The goal of this 25 minute session is to allay the inherent fears of ChatGPT. AI is not scary. It is not plagiarism. There is a flip side approach to writing college-level essays using AI/ChatGPT. Join us as we share our first-hand experience implementing this approach.

Increasing Mindful Engagement through Reflective Journaling, Body Scans and Grounding Exercises.
Kristyn DeMarco, Johnson and Wales University. Room 407
Today's students enter the classroom with a decreased concentration and attention span as well as the lack of the ability to focus on the present. Traditional pedagogies do not address this, yet when we create room for mindfulness-based exercises at the beginning of class we allow our students to become present focused and empower them with a mind able to deeply and actively engage in the learning process. Reflective journaling, body scans, and grounding exercises are examples of mindfulness-based practices which achieve these goals when practiced at the start of class.

From Overwhelmed to Empowered: How to Revolutionize Your Grading and Boost Productivity Through the Effective Use of Technology.
Tim Hanway, Simmons University. Room 402
Despite limited empirical findings, higher education professionals spend approximately 10-40% of their average weekly workload grading. With growing workloads and work-life balance concerns being more self-evident in the professoriate, optimizing productivity while maintaining feedback quality is crucial. This 25-minute workshop will teach you a tailored grading workflow incorporating cutting-edge productivity science and tech trends. Discover how the 80/20 principle and Pomodoro technique, combined with tools like Text-Expander and iPads, can streamline feedback for writing-intensive tasks.

What Worked and What Didn't: Ungrading in Medical Microbiology.
Sally Chamberland, Springfield College. Room 403
During the Spring 2023 semester, Ungrading was implemented in Medical Microbiology, a 200-level STEM course required by the physician assistant program at Springfield College. While grades are still required, and students in this course are highly grade driven, implementing Ungrading principles was a successful experience for all. In this presentation participants will view an example syllabus, learn what worked and what did not, and lastly, be given tips to implement Ungrading principles in their current classes without having to completely overhaul their course structure.

Implementing Grading with Equity Principles.
Susan Eliason, Bridgewater State University. Room 403
Conceptions of learning & motivation often determine how we grade. Grading for Equity by Feldman challenged my conceptions, resulting in major course revisions. Teaching practices often are based on experiences. Feldman provides evidence of a different way to grade that is accurate, bias-resistant, & motivational encouraging self-assessment, reflection, and refining skills during the semester. Students can use feedback on formative assignments to prepare for the summative assessment. Discover how to build opportunities for students to make mistakes which lead to achieving learning outcomes.

Wuwei of Teaching: Teaching Effortlessly.
Adrien Stoloff, Worcester Polytechnic Institute. Room 406
In this session, The Wuwei of Teaching, I discuss how to apply the Daoist principle of Wuwei or effortless action to teaching. Daoism is a Chinese worldview that emphasizes acting in accordance with nature and without contending. I suggest that such principles can be used in teaching through a combination of student-centered learning, ungrading, and contemplative pedagogy. This session will address how to use practices such as meditation, in-class writing exercises, and student-led discussions to encourage individual thinking and learning.

Planning an Engaging Digital Learning Space that Inspires and Humanizes.
Kimberly Hall, Tufts University. Room 409
The faculty member as instructor is changing with the digital transformation of the academy, where their human presence can sometimes feel remote. Just as the charismatic instructor draws numbers of students to the lecture hall, an instructor can engage students through a digital space rooted in rich narrative, where students want to stay and look around. Instructors, come re-discover your inspiration for your expertise, and staff, learn how to guide an instructor on this journey. Backed by psychological research, we begin designing an engaging digital space through the instructor's passion.

Concurrent Session 2
12:45 PM – 1:45 PM

Assessment		Wellness				Technology	
50-Minute Interactive	**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	Room 407	Room 408	Room 410	Room 328
Playing with possibilities: An emergent strategy game for educational developers Bethany Lisi and Sara Cavallo, University of Massachusetts Amherst	**Non - Conventional Teaching for Non - Conventional Times** Dan Zukergood, Springfield College	**Personally Mapping Equity** Jackie Boivin, Sheena Rancher, Emily Spitzman, and Kevin McGowan, Bridgewater State University	**Flipping the Script on Student Support** Elli Goudzwaard and LB White, Dartmouth College	**How To Teach Innovatively and Inclusively when Designing and Delivering a Required Course** Jumi Hayaki, College of the Holy Cross	**COVID-19, Category 4 Hurricane and Student Perceptions to Helpful Faculty Actions** Aimee Hollander, Harvard Medical School	**Crucial Collaborations** Michael Berger, Simmons University, Neal Lipstiz, College of the Holy Cross, and Eileen Connell Berger, Harvard Graduate School of Education	**Experiential Learning: Disconnecting to Connect** Cathy Temple, Nichols College
Board Steward: Laura O'Toole	**Board Steward: Catherine Overson**	**Board Steward: Jackie Boivin**	**Board Steward: Andrea Milligan**	**Board Steward: Chris Hakala**	**Board Steward: Ben Mojika**	**Board Steward: Mary Wiseman**	**Board Steward: Kellie Deys**

Concurrent Session 2
Complete Titles and Abstracts

Personally Mapping Equity: The Ongoing Construction of Our Journeys, Identities, and Perceptions.
Jackie Boivin, Sheena Rancher, Emily Spitzman, Kevin McGowan, Bridgewater State University. Room 403
We believe "authenticity" is modeling vulnerability through reflections that expose our thoughts, lingering questions and biases. We need reminders that equity work is a lifelong journey but not without reflection. Brave spaces (Arao & Clemens, 2013) create opportunities for us to engage in conversations that allow us to invite uncomfortable feelings. This interactive and artistic workshop will create entry points for participants to reflect on their work, map out their journey, and reignite their passion for the work.

How to Teach Innovatively and Inclusively when Designing and Delivering a Required Course.
Jumi Hayaki, College of the Holy Cross. Room 407
Have you ever dreaded teaching a course that students must take, or had students dread your required course? Required courses can carry negative implications and rigid norms, but disruption is still possible. By inspiring students to think critically about knowledge construction, you can subvert assumptions in your field. By enhancing classroom ecology, you can form holistic views of your students, boost their belonging, and increase the utility value of your teaching. This workshop aims to empower attendees to adopt innovative, inclusive teaching practices, even in the face of resistance.

Non-Conventional Teaching for Non-Conventional Times.
Dan Zukeergood, Springfield College. Room 402
Breaking convention is sometimes a necessity to meet the unique challenges of the day. Today's students report high levels of anxiety, social isolation, powerlessness regarding our polarized political landscape, questions pertaining to sexual identity, a lack of relevance regarding their classes and other challenges unique to our times. In this interactive workshop, we will share new and innovative strategies to best meet these challenges facing our students today. Be prepared to share and leave with many new ideas!

COVID-19, Category 4 Hurricane and Student Perceptions to Helpful Faculty Actions, How Trauma Informed Pedagogy Implementation Improved the Student Learning Experience.
Aimee Hollander, Harvard Medical School. **Room 408**
Using student survey data on how faculty responded to the prior semester's collective traumatic events, hurricane, and the COVID-19 pandemic we share ways faculty applied trauma informed pedagogy principles and how students perceived how "helpful" these practices were in their academic success. Many of the principals and methods shared are ones that were not commonly practiced prior to 2020 but as we face a challenging landscape of declining student and faculty mental health they can be continued to be utilized.

Playing with Possibilities: An Emergent Strategy Game for Educational Developers.
Bethany Lisi, Sara Cavallo, University of Massachusetts Amherst. Room 401
Through an interactive brainstorming game, educational developers will learn about emergent strategy, which as adrienne marie brown describes is "fundamentally about how we get in a right relationship with change" (2017). If we see educational developers as change agents, emergent strategies can guide us to facilitate a change process at our institutions that is responsive, while allowing us to adapt in intentional and meaningful ways. Participants will identify emergent approaches to designing programming to meet faculty needs using generative, playful brainstorming.

Crucial Collaborations: An Analytical Framework for Faculty Strategies to Enhance Equity for Students with Disabilities in the "Post-COVID and AI" Era.
Michael Berger, Simmons University; Neal Lipstiz, College of the Holy Cross; Eileen Connell Berger, Harvard Graduate School of Education.
Room 410
Presenters demonstrate how their Analytical Framework facilitates meaningful collaborations providing an academic environment that equitably engages a wide range of students and still retains required rigor. They address current issues facing students-uncertainty brought about by AI and other technology, career options, COVID after-effects and competing financial/social demands. Students arrive with inadequate preparation, high anxiety, poor attendance, procrastination and lack of engagement. Presenters highlight how STEM presents special challenges especially with disabled students.

Flipping the Script on Student Support: Empowering Faculty Wellbeing.
Elli Goudzwaard, LB White, Dartmouth College. Room 406
This session offers a faculty learning community model that centers faculty wellbeing in teaching and learning. Following the disruptions of recent years, institutions have prioritized student support; mental health initiatives and student empowerment efforts abound. Meanwhile, faculty struggle, largely on their own, to navigate students' emergent academic needs and expectations. The "Integrating Wellbeing into Teaching and Learning" community aims to support faculty in their own wellbeing while holding compassionate boundaries with students in pursuing the academic mission of the institution.

Experiential Learning: Disconnecting to Connect.
Cathay Temple, Nichols College. Room 328
This presentation is about the use of experiential learning in the classroom for classes that have been historically vertical in nature with the teacher at the forefront. As educators, we've known for some time that hands-on learning works best with younger people, and now we need to accept that it probably works best with all people, even us, because of this new value system in a smart technology world which tends to be horizontal in nature.

Concurrent Session 3
2:00 PM – 3:00 PM

Assessment	Wellness			Technology	
50-Minute Interactive	**25-Minute Teaching Tips**	**50-Minute Open Session**	**50-Minute Interactive**	**50-Minute Interactive**	**50-Minute Interactive**
Room 401	Room 402	Ball Room	Room 408	Room 410	Room 328
Breaking Conventional Grading Ben Keating and Deb Breen, Boston University	**Grow Equity Leaders & Guides: A Framework** Mary Wiseman, Springfield Technical College **When Reading Student Writing Gets You Down: Mitigating Vicarious Trauma and Identifying Protective Factors When Teaching Writing** Christine Oskar-Poisson, University of New Hampshire	**Solidarity! Come meet some NEFDC Board members and friends. Talk about scholarship opportunities with NEFDC.**	**Urban Ecology and Environmental Justice** Michael Buckholt, Joseph Cullon, Jill Rulfs, Worcester Polytechnic Institute	**Using ChatGPT as a Tool for Formative Assessment and Learner Self-Evaluation** Jean Rattle, Boston University	**Cake in Class** Robert Russo, Nichols College
Board Steward: Jackie Boivin	**Board Steward: Dana Grossman Leeman**	**Board Stewards: Chris Hakala, Lori Rosenthal, etc.**	**Board Steward: Ben Mojika**	**Board Steward: Andrea Milligan**	**Board Steward: Kellie Deys**

Concurrent Session 3
Complete Titles and Abstracts

Breaking Conventional Grading: An Informal Case-Study of How a CTL Developed a Suite of Programs on Alternative Grading.
Ben Keating, Deb Breen, Boston University. Room 401
Inclusive teaching principles challenge longstanding approaches to grading. Even though research shows that traditional grading is often not conducive to learning, alternative forms of grading remain outside the mainstream. How can teaching centers help faculty learn about new grading paradigms? In this workshop, we show how a small CTL crafted a semester-long suite of faculty-facing programming designed to help faculty reinvent their approaches to grading. Participants will come away with a basic understanding of ungrading and ways to support equitable assessment on their campuses.

Urban Ecology and Environmental Justice: An Interdisciplinary Undergraduate Course.
Michael Buckholt, Joseph Cullon, Jill Rulfs, Worcester Polytechnic Institute. Room 408
To increase diversity, equity, and inclusion in our curriculum, we designed an interdisciplinary course with a focus on environmental injustice. The initial design combined two separate but complementary courses, a history course in Urban Ecology and a biology laboratory course in Ecology and Environmental Biology. The course was place based, using local neighborhoods as the study sites, and project based, engaging students in discovery-based research in both disciplines. Participants will both hear about and practice course exercises.

Using ChatGPT as a Tool for Formative Assessment and Learner Self-Evaluation.
Jean Rattle, Boston University. Room 410
The session demonstrates how ChatGPT can be utilized for assessment development. Using the existing module learning objectives in several well-established courses, structured prompts were created in ChatGPT to generate multiple-choice "Test Yourself" questions for student practice and self-evaluation. After several rounds of instructor feedback and refining of the prompts, the questions were successfully incorporated into the courses. The session provides practice opportunities for creating effective ChatGPT prompts and illustrates the limitations of ChatGPT in course development.

Grow Equity Leaders & Guides: A Framework.
Mary Wiseman, Springfield Technical College. Room 402
Thinking about how to build relationships, promote a common language across your campus, and position equitable practices into your educational development strategies? Join our session to learn how one Community College built equity champions by strengthening relationships across the college. Hear about our framework and process that emphasized relational strategies in faculty/staff development to raise our equity agenda.

When Reading Student Writing Gets You Down: Mitigating Vicarious Trauma and Identifying Protective Factors When Teaching Writing.
Christine Oskar-Poisson, University of New Hampshire. Room 402
This presentation explores the ways vicarious trauma impacts faculty. Participants will be introduced to the specific ways vicarious trauma manifests in faculty when students self-disclose trauma; the effects of long-term exposure to reading and assessing personal narrative writing will be highlighted. Participants will leave with research-based strategies to self-identify protective factors to combat the effects of vicarious trauma when teaching writing.

Cake in Class: Consuming Knowledge through Augmented Reality.
Robert Russo, Nichols College. Room 328
Join this session to learn how to create an augmented reality scene related to your discipline. We will use Adobe Aero, where you will create a 3D matrix that is as big as your room or as small as your students' desk. With this program, you will be able to engage students in an explorable, interactive, and linked environment. Your students will be able to record their exploration and even give narration to things they notice, wonder, or even answer prompts as part of a discussion.

Poster Descriptions

Integrating IRB and Ethics Pedagogy for Emergent and Applied Research Areas
Shamsnaz Bhada, Ruth McKeogh, Yunus Telliel, Sarah Riddick, Sarah Stanlick, and Gillian Smith, Worcester Polytechnic Institute
Ethics should be a universal learning outcome in higher education. However, the application of ethics is situational, developed in response to projects' needs, shaped by technologies mediating those projects, and influenced by stakeholders engaged. In instances of human subjects research, usually, IRB is responsible for the review and approval process. This poster presentation focuses on one major challenge faced by IRB: undergraduate students' difficulty of1) recognizing themselves as researchers and 2) identifying 'humans' who are involved and impacted by research.

Addressing Climate Change Through the Curriculum and Academic Advising - An Interdisciplinary Approach
David O'Malley, Bridgewater State University
The topic and urgency of Climate Change requires us to be "Breaking Convention in Teaching and Learning". In institutions of teaching and learning faculty, staff and students are now faced with both the challenges and opportunities to engage in reflection, thinking and action to address the emerging social, economic and environmental factors that are related to the global climate change. This poster session will provide theory and practice frameworks relevant to our collective teaching and learning mission.

Faculty in the Driver's Seat: Faculty Mentors, Facilitators and Participants on Crafting Better Courses: A Faculty-Driven Program in Equity-Minded Course Redesign.
Abby Machson-Carter, Cami Condie, Salem State University.
Faculty have a range of needs when it comes to equity teaching practices; convention says that this makes professional development a challenge. In this session we'll showcase a course redesign program that allows faculty to learn equity-minded teaching approaches, reflect on their practice and then work with a mentor to revise a personalized area of their teaching. We'll review the program from inception to finish and guide attendees through program activities. It will include the perspective of our multidisciplinary team, including instructional designers, mentors, and faculty participants.