![NEFDC — New England Faculty Development Consortium]

Innovative Connections for Learning

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Date: Friday, October 18, 2024

Time: 8:30am – 3:15pm

Location: Hogan Center, College of the Holy Cross, Worcester, Massachusetts

Conference Chairs:
Eric Matte, Landmark College
Jacquelynne Boivin, Bridgewater State University
Dana Grossman Leeman, Tufts University

Conference Proposal Chairs:
Kellie Deys, Nichols College
Chris Hakala, Springfield College, NEFDC President

Keynote Speaker:

Lance Eaton

What if GenAI is a Nothingburger?

Imagine it is three years from now and this version of AI is the absolute best it's going to get…or AI as a tool has entirely disappeared. This talk will explore what this proposition can teach us about considering the real and existential concerns of generative AI as well as the real possibilities to where it might lead us. Rather than being a threat, AI offers us a possibility to be more human, more relational, and more grounded in helping students articulate the real value of a college education in an age when anyone can create content, but few can discern content from knowledge.

Lance is a writer, instructional designer, and director of faculty development and innovation at College Unbound in Providence, RI.

Upcoming NEFDC Opportunities

Spring 2025 Virtual Learn & Connect Workshop Series

Dates and time will be announced soon!

We will release a call for proposals for the Spring 2025 Virtual Learn & Connect Workshop 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, 2025.

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 – 12:15 PM	LUNCH (11:30-12:15, Posters available from 12:15-12:45)
12:15 PM – 12:45 PM	Poster Session
12:45 PM – 1:45 PM	Concurrent Session 2 (Session Descriptions and Room Assignments Below)
1:45 PM – 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
10:30am – 11:30am

Themes	Session	Room	Session Title	Presenter(s)
Professionalization & Teaching Tips	**Session 1A** 25-Minute Teaching Tips	328	Fostering Empathy in Higher Education: A Critical Need for Student Success	Stephanie Fumiatti, Southern Connecticut State University
	Session 1B: 25-Minute Teaching Tips		Teaching the Teacher: Insights and Recommendations for Faculty Development about AI	Ilka Kostka, Northeastern University
AI; Tech	50-Minute Interactive Workshop	401	Navigating Grief in Educational Change: Elisabeth Kübler-Ross and Artificial Intelligence (Facilitated Roundtable Discussion)	Rachel Rogers, Community College of Rhode Island; Rebecca Heimel, MassBay Community College
	50-Minute Interactive Workshop	402	Generative AI as a Learning Coach: Developing Interactive Cases and Scenarios Using Systems Prompts and Custom GPTs	Ricardo Poza, UMass Chan Medical School
	50-Minute Interactive Workshop	403	Language and Technology: A Different Approach to Teach Relevant Information in the Classroom	Ingrid Matos-Nin, Worcester Polytechnic Institute
SEL; Learner focused; Belonging	50-Minute Interactive Workshop	406	SEL is Not One-Size-Fits-All: An Experiential Approach to Culturally Responsive SEL	Hannah Andry, Plymouth State University
	50-Minute Interactive Workshop	407	Empowering Students for Belonging and Learning	Sara Donaldson, Wheaton College (MA)
Social Justice; Equity; Inclusion	50-Minute Interactive Workshop	408	The Widening Gyre: How Does A Global Anthropological View of Human Cooperation, Conflict, & Communication Technology Inform the Here & Now?	Laura Gabiger, Johnson & Wales University; Rev. Dr. Venson Jordan, Community Partner, affiliate of Southern New England UCC; Rev. Jack Jones, Pastor, First Congregational Church, Worcester, MA

Poster Session
12:15pm – 12:45pm

Poster Title: *Teaching Menstrual Equity in Higher Education*
Presenter: Charlotte Powley, Brandeis University

This poster shares pedagogies that enable faculty to nurture relationships with their students by 1) focusing on topics like period poverty, which many of their students may be facing and 2) discussing what it was like to centralize a subject such as menstrual equity in the classroom and how discussion of this historically taboo subject fostered an environment of openness and holistic acknowledgement of students as human beings in and out of the classroom.
Questions:
1) What basic needs might your students be struggling with when they enter your classroom?
2) How can you maintain high expectations in the classroom while also considering that some of your students may not have basic bodily needs met at any given moment.
3) What is period poverty and how/why are college students appropriate advocates for this subject matter?

Poster Title: Empowering Pre-Service Teachers to Utilize AI for Science Lesson Creation
Presenters: Shawn O'Neill & Jacquelynne Boivin, Bridgewater State University

This poster will explore the innovative use of Artificial Intelligence (AI) to assist pre-service teachers in crafting engaging and effective lesson plans when formal curriculum resources are scarce or unavailable. Incorporating AI in education revolutionizes traditional teaching methodologies, offering new avenues for pre-service teachers to develop comprehensive lesson plans. By leveraging AI, educators can access a wealth of information and teaching strategies, thereby overcoming the challenges posed by the lack of formal curriculum resources. .

Poster Title: Cultivating Civic Knowledge and Civic Dispositions in Teaching and Technology Use
Presenter: David O'Malley Bridgewater State University

This poster focusses on helping students develop skills essential for responsible citizenship, including responsible technology use. It will use the National Assessment of Educational Progress in Civics framework which includes: knowledge, skills, and dispositions considered critical to democratic citizenship. The framework describes skills of identifying/describing; explaining/analyzing; and evaluating, taking, and defending positions on public issues. Civic dispositions are character traits essential to constitutional democracy. The session includes case studies to apply key concepts.

Concurrent Session 2
12:45pm – 1:45pm

Tract	Session	Room	Session Title	Presenter(s)
Professionalization & Teaching Tips	**Session 2A:** 25-Minute Teaching Tips	328	Tips and Best Practices for Teaching Multilingual Learners	Abigail Machson-Carter, Perla Barbosa, & Michele Davila Goncalves, Salem State University
	Session 2B: 25-Minute Teaching Tips		Using Generative AI to Identify Unintentional Contexts in Course Documents	Kevin Kennedy, Framingham State University
	50-Minute Interactive Workshop	403	Revealing the Hidden Curriculum of Academia	Eliza Bobek & Cami Condie, Salem State University
AI; Tech	50-Minute Interactive Workshop	406	Harnessing AI as an Educational Mentor : Strategies for Enhancing Student Engagement and Critical Thinking	Maurice Williams Jr., Bridgewater State University, & Jim Fatoki, Roger Williams University
	50-Minute Interactive Workshop	407	Humanizing our Tech-Enhanced Classrooms: Elevating Connection, Care and Community	Kathryn Frazier, Elizabeth Siler, Worcester State University& Dana Rognlie, Old Dominion University
SEL; Learner focused; Belonging	50-Minute Interactive Workshop	408	Listening, Learning and Letting Go: Centering Belonging and Promoting Engagement with Students & Colleagues	Carey Borkoski & Brianne Roos, Loyola University Maryland
Social Justice; Equity; Inclusion	50-Minute Interactive Workshop	409	Integrating Accessibility into Campus Discussions of Technology	William Duffy & Julie Jodoin-Krauzyk, Bristol Community College
	50-Minute Interactive Workshop	410	Modeling Vulnerability in Social Justice Education: Stories from Teacher Education and K-12 Classrooms	Emily Spitzman; Sheena Rancher; Jacquelynne Boivin; Susana Lyons; K. Olore; & Kevin McGowan, Bridgewater State University

Concurrent Session 3
2:00pm – 3:00pm

Themes	Session	Room	Session Title	Presenter(s)
Professionalization & Teaching Tips	**Session 3A:** 25-Minute Teaching Tips	328	Community engaged learning with local conservation organizations	Jameson Chace, Salve Regina University
	Session 3B: 25-Minute Teaching Tips		Starting and Ending Classes with Reduced Student Anxiety	Peter Hess, Middlesex Community College
	50-Minute Interactive Workshop	401	Engaging Adjunct Faculty in Professional Development with Digital Badging	Abigail Scheg, University of New Hampshire
AI; Tech	50-Minute Interactive Workshop	402	AI for Educators: From Classroom Innovation to Workflow Optimization	Samar Nicolas & Abir Kanaan, Massachusetts College of Pharmacy and Health Sciences University – School of Pharmacy
	50-Minute Interactive Workshop	403	Teaching Students to Forecast the Future	Raymond Chad, Salve Regina University
	50-Minute Interactive Workshop	406	Using AI in Academic Research and Writing	Laura Roberts, Worcester Polytechnic Institute
SEL; Learner focused; Belonging	50-Minute Interactive Workshop	407	Ungrading and Relationship Building	Eric Matte, Landmark College
Social Justice; Equity; Inclusion	50-Minute Interactive Workshop	408	Cultivating Human Connections by Being Together: Insights from an Experiential Learning Course on Substance Use Recovery	Jumi Hayaki, College of the Holy Cross

Concurrent Session Abstracts

Concurrent Session 1
10:30am – 11:30am

Session Title	Presenter(s)	Abstracts
Fostering Empathy in Higher Education: A Critical Need for Student Success	Stephanie Fumiatti, Southern Connecticut State University	Participants will gain actionable strategies to integrate empathy into their educational practices, enhancing student-teacher relationships and fostering inclusive learning environments. They will learn to implement empathy-driven curricula and develop supportive interventions addressing students' mental health needs. Attendees will be equipped to create a culture of empathy within their institutions, preparing students for diverse professional and personal contexts. By prioritizing empathy, educators will contribute to improved student engagement, academic success, and overall well-being.
Teaching the Teacher: Insights and Recommendations for Faculty Development about AI	Ilka Kostka Northeastern University	I will briefly share findings from a study I conducted at two universities in New England that focused on instructor attitudes and AI integration. I will then draw from this research and my experiences conducting workshops at multiple universities to offer recommendations for faculty development. This presentation aligns with the conference theme of building relationships, as connectivity and collaboration were a key finding of my study and are a critical component of professional learning about AI.
Navigating Grief in Educational Change: Elisabeth Kübler-Ross and Artificial Intelligence (Facilitated Roundtable Discussion)	Rachel Rogers, Community College of Rhode Island; Rebecca Heimel, MassBay Community College	Emotional response to change often resembles grief, and most faculty who are dealing with the rise of Generative AI are likely experiencing a sense of profound loss of their cherished teaching practices. This roundtable session will begin with a general understanding of the emotions that come with profound change and loss, positioning the response to the ascendency of AI as a state of grief, and then apply the Kübler-Ross grief model to current faculty emotional disposition. We will also consider ways to harness emotional energy to support faculty and consider what acceptance might look like.
Generative AI as a Learning Coach: Developing Interactive Cases and Scenarios Using Systems Prompts and Custom GPTs	Ricardo Poza, UMass Chan Medical School	Developing comprehensive and immersive learning scenarios and cases is a complex task. Prior to Generative AI (GAI), creating interactive cases required anticipating every potential learner interaction, feedback opportunity, and assessment method. During the session, we'll delve into the techniques and methodologies for crafting effective system prompts and custom GPTs that can be utilized as standalone interactive learning modules. We will explore strategies for constructing iterative system prompts and custom GPTs that can provide dynamic feedback. No prior programming experience is required
Language and Technology: A Different Approach to Teach Relevant Information in the Classroom	Ingrid Matos-Nin, Worcester Polytechnic Institute	For our students to understand the importance of a globalized world, we need to teach some of the contents that have been demoted in our school systems (for example, some pedagogical contents have been relegated by subjects like STEM). This content, however, is relevant and necessary. I will present our way of teaching some of those "forgotten" pedagogical contents using technology and the internet.

SEL is Not One-Size-Fits-All: An Experiential Approach to Culturally Responsive SEL	Hannah Andry, Plymouth State University	Through experiential learning activities, educators will explore the impact of culturally responsive and sustaining SEL practices. SEL is often used as a guiding compass in education, often without deeply considering the vast diversity of student demographics and expanded cultural identities. This session will allow participants to explore the true history of SEL from a restorative lens, honoring the legacy and origin of its founders and roots. This session will sample activities and initiatives designed to enhance introspection about what it means to make SEL truly culturally responsive.
Empowering Students for Belonging and Learning	Sara Donaldson, Wheaton College (MA)	In support of NEFDC's focus on supportive faculty members' ability to "cultivate and nurture relationships with their students so they thrive in their learning, and as human beings," we will center on explicit efforts to implement inclusive pedagogy in support of students' sense of belonging. Participants will examine how to center students in restructuring classroom policies and processes to help all students feel their values and characteristics are accepted and valued by others, thus promoting the positive sense of belonging associated with healthy social and psychological functioning.
The Widening Gyre: How Does a Global Anthropological View of Human Cooperation, Conflict, & Communication Technology Inform the Here & Now?	Laura Gabiger, Johnson & Wales University; Rev. Dr. Venson Jordan, Community Partner, affiliate of Southern New England UCC; Rev. Jack Jones, Pastor, First Congregational Church, Worcester, MA	A team of 3 facilitators—a seasoned faculty practitioner & theorist of community project-based experiential education and 2 community partners regularly engaged in global, cross-sector exchange—facilitate a discussion aimed at defining some leading responsibilities and opportunities of multi-generational teams in creating a just, sustainable future in the current geopolitical & technological landscape. Participants are invited to bring their elephants into the room. These include the most difficult debates involving race, ethnicity, religion, economic systems, and technological innovations.

Concurrent Session 2
12:45pm – 1:45pm

Session Title	Presenter(s)	Abstracts
Tips and Best Practices for Teaching Multilingual Learners	Abigail Machson-Carter, Perla Barbosa, & Michele Davila Goncalves, Salem State University	This spring, as part of our school's process of becoming a Hispanic-Serving Institution, our Multilingual Learner Working Group created a tips and best practices list for teaching multilingual learners. Together, participants will annotate the tips list, identifying areas of strength and future growth, and discuss how we can build supportive, relationship-rich classrooms that center the skills and needs of our multilingual learners.
Using Generative AI to Identify Unintentional Contexts in Course Documents	Kevin Kennedy, Framingham State University	This session will demonstrate and invite participants to practice using a generative AI to scan a course document for language that may have unintended contexts. In the demonstration, the same document will be compared across multiple generative AI systems with different prompts and follow-ups in order to discuss findings and best practices. Participants will then be encouraged to practice with one of their own documents, and discuss what they find in their exercise.
Revealing the Hidden Curriculum of Academia	Eliza Bobek & Cami Condie, Salem State University	New faculty are generally expected to be proficient in teaching, research, and advising upon beginning their academic career. However, most academics are rarely taught what success looks like in these areas. As a response and in an effort to improve faculty success, we launched "Early Career Faculty Fridays" to engage new faculty with academia's "hidden curriculum." This session will include an overview of our program and allow participants to identify hidden curricula in their own institutional context and to plan for ways to make it more visible.
Harnessing AI as an Educational Mentor: Strategies for Enhancing Student Engagement and Critical Thinking	Maurice Williams Jr., Bridgewater State University, & Jim Fatoki, Roger Williams University	This interactive workshop explores the integration of AI as a mentor in teaching and learning. Participants will explore pedagogical strategies for integrating AI tools into their courses, emphasizing the responsible use of AI to enhance student engagement, creativity, and critical thinking. This session offers practical insights for educators to integrate AI into their teaching practices, ensuring responsible use while innovatively preparing students for a future shaped by emerging technologies.
Humanizing our Tech-Enhanced Classrooms: Elevating Connection, Care and Community	Kathryn Frazier, Elizabeth Siler, Worcester State University & Dana Rognlie, Old Dominion University	In our increasingly tech-supported pedagogies, how do we prevent the digital from eclipsing the human(e)? We propose that course policies are a far-reaching intervention point, and one that is immediately impactful and accessible across disciplines, course level and delivery format. In the first part of the session, we will give an overview of what it means to "humanize" our teaching, followed by an example-rich discussion of developing care and connection-based course policies. The second half of the session will be a workshop for participants' courses and/or continued discussion.

Listening, Learning and Letting Go: Centering Belonging and Promoting Engagement with Students & Colleagues	Carey Borkoski & Brianne Roos, Loyola University Maryland	Participants will engage in a multidisciplinary exploration of belonging, conversation about barriers to belonging, and will learn and practice strategies to create inclusive spaces for questions, promote deep listening, and attend to the needs of individuals by centering voice and choice. Informed by our podcast and forthcoming book about belonging, participants will explore the role of powerful questions, active listening, nonattachment, and community agreements as means of promoting belonging and connection with students and colleagues using coach-like strategies.
Integrating Accessibility into Campus Discussions of Technology	William Duffy & Julie Jodoin-Krauzyk, Bristol Community College	Higher education is currently experiencing rapid changes in both technology and the student population. Accessibility needs are rapidly increasing in number and complexity. Campus technology discussions must therefore consider accessibility needs, both in terms of product selection and employee training. In this workshop, we hope to facilitate the sharing of best practices for ensuring that accessibility concerns are prioritized when making decisions about campus technology and that accessibility best practices such as Universal Design for Learning are successfully disseminated across campus.
Modeling Vulnerability in Social Justice Education: Stories from Teacher Education and K-12 Classrooms	Emily Spitzman; Sheena Rancher; Jacquelynne Boivin; Susana Lyons; K. Olore; & Kevin McGowan, Bridgewater State University	Effective social justice educators express vulnerability to their students in order to build community and inspire students to critically reflect (Learning for Justice, 2023). A team of teacher education faculty and a K-12 teacher discuss examples of what vulnerability looks like in practice and how students have responded to authentic self-expression from their teachers. Attendees will compare their experiences creating space for educator and student vulnerability in the classroom. The session will conclude with an opportunity to develop stories of vulnerability for future lessons.

Concurrent Session 3
2:00pm – 3:00pm

Session Title	Presenter(s)	
Community engaged learning with local conservation organizations	Jameson Chace, Salve Regina University	Beyond service learning, community engagement embeds a community partner into a course to enhance student learning with application of theory and concept to towards an authentic and practical problem. Examples are provided from the past three years where students moved from concepts to application with local NGOs. Attendees are encouraged to bring their own syllabi to determine if community engagement is a good fit for their course(s).
Starting and Ending Classes with Reduced Student Anxiety	Peter Hess, Middlesex Community College	Anxiety among college students has risen steadily over the past decade. When students come to class, their emotional state affects how well they will be able to learn. There are specific steps that instructors can take at the beginning and the end of a class to help students adjust their emotional state, feel more comfortable, focus their attention, and have confidence in what they have learned. This session will provide participants with efficient, easy-to-implement strategies that can help promote student success and thus reduce student anxiety in the classroom.
Engaging Adjunct Faculty in Professional Development with Digital Badging	Abigail Scheg, University of New Hampshire	This session will introduce participants to a digital badging program that results in a pathway to promotion for Adjunct Faculty. Given the breadth of topics in the conference theme, this session aligns in that it provides acknowledgement, encouragement, and opportunity to provide and recognize faculty engagement in professional development activities across all topics and fields of study.
AI for Educators: From Classroom Innovation to Workflow Optimization	Samar Nicolas & Abir Kanaan, Massachusetts College of Pharmacy and Health Sciences University – School of Pharmacy	We will explore the role of AI in education. This session will delve into prompt engineering principles and showcase practical applications of AI in writing exam questions, creating grading rubrics, and composing recommendation letters. Participants will learn to write effective prompts to assist in their teaching and service responsibilities.
Teaching Students to Forecast the Future	Raymond Chad, Salve Regina University	Participants will execute a forecasting project to predict the likelihood of a near-future event. The project, which is based on a framework pioneered by the psychologist Philip E. Tetlock, develops students' subject matter knowledge, analytical thinking skills, and decision-making abilities while deterring AI chatbot use. Students become motivated to collaboratively investigate unfamiliar but authentic topics and effectively communicate their findings to their peers.

Using AI in Academic Research and Writing	Laura Roberts, Worcester Polytechnic Institute	ChatGPT, CoPilot, Claude, Gemini, Perplexity, Elicit, Research Rabbit, SciSpace, and Grammarly, oh my! With the influx of AI tools, which tool should you use, and how do you ensure students use AI to assist and not replace their own work? This workshop explores specific AI tools available for research and writing, AI syllabus and assignment policies to promote effective and ethical use of AI, and ways to start using AI in the classroom. You will leave with resources to integrate AI into your teaching, and I might even convince you to start using AI for your research purposes as well!
Ungrading and Relationship Building	Eric Matte, Landmark College	Evidence shows that traditional grading methods can overall miss the mark on creating a genuine intrinsic learning process for students. This session will focus on building relationships using the "ungrading" philosophy. Specifically, engaging students in power sharing, providing maximum opportunities for student agency, and structuring a self-reflective feedback loop to enhance the learning process will all be discussed. Universal design and teaching a growth mindset are all critical components of the "ungrading" process and relationship building for today's 21st century learner.
Cultivating Human Connections by Being Together: Insights from an Experiential Learning Course on Substance Use Recovery	Jumi Hayaki, College of the Holy Cross	For those of us who teach about socially divisive topics, fostering skills of empathy, inclusion, and diplomacy in our students represents some of our most difficult—but rewarding—responsibilities. Experiential learning, whereby students learn how to be with diverse others, is a powerful mechanism to teach students not only content about these topics but also the process of engaging with them in the world. Using the case study of an experiential learning based course on substance use recovery, this workshop illustrates the power of human connections—power that cannot be replaced by technology.