

Event Information

- Tuesday registration opens at 8:15 a.m. in Reynolds Alumni Center with the pre-conferences.
- Wednesday registration opens at 8:15 a.m. on the second floor of Cornell Hall.
- Your conference materials include raffle tickets that you can turn in at each session you attend. Tickets are drawn for prizes throughout the conference.
- The event website is celebration.missouri.edu. It includes the complete schedule and session descriptions.
- Anyone with a Twitter account who tweets about the event can use hashtag [#celebrateMizzou](https://twitter.com/celebrateMizzou).
- The hospitality room is in 105 Cornell Hall on Wednesday. All food and beverages must be consumed in the hospitality room. Only bottled water is allowed in Cornell Hall classrooms.

Sessions at a Glance

Tuesday, May 16, 2017

8:15 a.m.	Reynolds Alumni Center	Registration Open
	Reynolds Alumni Center	Preconference Workshops
8:30 - 9 a.m.		Continental Breakfast for Preconference Participants
9 a.m. - 12 p.m.		StoryMythos: A Movie Guide to Better Business Stories
		Incorporating Sustainability within Curriculum
		You've Got This! Confidence with Canvas
1 p.m. - 2:30 p.m.	Jesse Hall Auditorium	Keynote Presentation
2:30 - 4 p.m.	Jesse Rotunda	Reception and Poster Session

Wednesday, May 17, 2017

8:15 a.m.	Cornell Hall, 2 nd Floor	Registration Open
8:30 - 9:50 a.m.	Reynolds Alumni Center	Featured Presentation
10 - 10:50 a.m.	Reynolds Alumni Center	Concurrent Sessions
	205	Panel Discussion on Online Teaching
	206	Ethics in College Teaching: An Introduction
	211	Documenting Your Program Outcomes
	212	Using Print Anything 3D Printing in Your Class
	217	Teaching Sensitive Subjects: Pedagogical Practices in History, Writing, and Empathy
	218	Teach Students How to Learn
11 - 11:50 a.m.	206	Panel Discussion about Large Lecture Classes
	211	Much Ado About Something: 5E Learning Cycle and Canvas
	217	Flourishing with Your Students with Mental Health Concerns
	218	Evaluate Your Teaching Using the Teaching Practices Inventory Tool
	219	Defining the Faculty Role in Student Success

12 - 1:30 p.m.	Reynolds Alumni Center	Awards Luncheon
	Reynolds Alumni Center	Concurrent Sessions
2 - 2:50 p.m.	205	How Do We Assess the Effectiveness of Instructional Videos in an Online Course?
	211	Supporting Student Learning: An Introduction to Learning Outcomes
	212	Facilitating Seven Ways of Learning
	217	Course, Classroom, and Lesson Design: Flipped Classroom Exercises, Online Assessments, and Customized Individual Research
	218	Upping Your Grading Toolbox
	219	Defining the Faculty Role in Student Success
3 - 3:50 p.m.	205	Significantly Backwards
	206	Redesign of a Science Class for Majors — Lessons from Failure and success
	211	Teaching With Writing
	212	Group Projects in Online Classes: Can They Work?
	218	Course Analytics: A Weapon or a Tool

Concurrent Sessions

Reynolds Alumni Center
Wednesday, May 17, 2017
10 a.m. - 4 p.m.

10 – 10:50 a.m.

Panel Discussion on Online Teaching

Room 205

Laurie Wallace - Adjunct Teaching Associate Professor & Director of Online Program, Dean of Veterinary Medicine
Cheryl Ann Hill - Assistant Teaching Professor, Department of Pathology & Anatomical Sciences, School of Medicine
Mark Kuhnert - Associate Teaching Professor, Health Sciences, School of Health Professions
Miriam Butler - Assistant Teaching Professor, School of Nursing
Kerri McBee-Black - Instructor, Department of Textile & Apparel Management, College of Human Environmental Scienc-

Members of this panel represented the University of Missouri at the Conference on Distance Education and Learning in Madison, Wisconsin in July of 2016. We'll be discussing the role of online education in our colleges and programs, the benefits and challenges associated with online education, and the qualities of an outstanding online educator.

Ethics in College Teaching: An Introduction

Room 206

Jennifer Fellabaum-Toston - Assistant Teaching Professor, Department of Educational Leadership & Policy Analysis

This session is intended to provide an introduction to ethical considerations in college teaching. Frameworks for ethics in college teaching will be reviewed, and participants will have an opportunity to reflect on their own ethical beliefs using cases written by Costanzo and Handelsman (1998).

Documenting Your Program Outcomes

Room 211

Jenny Bossaller - Associate Professor, School of Information Science & Learning Technologies
Denice Adkins - Associate Professor, School of Information Science & Learning Technologies

This presentation will focus on how the Information Science program in the School of Information Science & Learning Technologies is transforming reporting using a combination of student portfolios and the new Outcomes module in Canvas. We will focus on the process that are currently going through in order to demonstrate mastery of the student learning outcomes for our program. We will focus on gathering statistics, faculty workload and buy-in, student expectations, and outcomes for the first semester.

Using Print Anything 3D Printing in Your Class

Room 212

J Scott Christianson - Assistant Teaching Professor, Management, College of Business
Nikolaus Frier - Student, Mechanical Engineering, College of Engineering

3D printing is an exciting way to rapidly prototype ideas, from medical devices to new consumer products. However, the actual printing process can be more art than science. Enter Print Anything at MU, a service of MU Libraries that handles the hard work of operating 3D printers. In this presentation, teaching professor Christianson will outline how to incorporate 3D printing projects in a wide range of lessons: team development, consumer testing, design, etc. Mr. Frier will discuss the range of services and tools that are available from Print Anything. Participants will also learn about tinkercad, a free and easy-to-use tool for 3D design.

Teaching Sensitive Subjects: Pedagogical Practices in History, Writing, and Empathy

Room 217

Daniel Domingues da Silva - Assistant Professor, Department of History

Sarah Jolley - Student, English

Kyle Myers - Student, History

Katelyn Ziegler - Student, History

This session will discuss the development and implementation of a history sophomore seminar focused on the transatlantic slave trade. The course, created with support from the MU Campus Writing Program, provided students with an opportunity to relive the events leading up to Great Britain's 1807 Slave Trade Act abolishing its traffic in enslaved Africans. Students took on the role of research assistants to Thomas Clarkson's Society for Effecting the Abolition of the Slave Trade, and retraced the abolitionists' steps to end the traffic by conducting a series of research and writing-intensive activities. They also maintained a journal in which they recorded their adventures as integral members of this quest. The course allowed for a transformative experience, in which students examined this tragic history through different eyes and sought its truth for themselves.

Teach Students How to Learn

Room 218

Enos Inniss - Assistant Teaching Professor, Civil & Environmental Engineering, College of Engineering

Sarah Buchanan - Assistant Professor, School of Information Science & Learning Technologies

Linda Lair - Assistant Clinical Professor & Director of Clinical Education, School of Health Professions

Amy Underwood - PhD Student, Psychology

No time to read? Get the inside scoop on "Teach Students how to Learn" by Sandra Yancy McGuire with Stephanie McGuire. Strategies you can incorporate into any course to improve student metacognition, study skills, and motivation. A panel of Mizzou instructors read this book and would love to share what they learned with you.

11 – 11:50 a.m.

Panel Discussion about Large Lecture Classes

Eric Aldrich, Instructor, College of Agriculture, Food & Natural Resources

Shannon Breske, Instructor, Trulaske College of Business

Billie Cunningham, Instructor, Trulaske College of Business

Steve Keller, Instructor, College of Arts & Science

Room 206

Do you teach a large lecture class, but you struggle to connect with your students? Are you looking for ways to engage your students in a fun and interactive way? Curious how other instructors handle disruptions, strange excuses and reasons for missing class/exams? Come to a panel (group) discussion where some of MU's most seasoned large lecture instructors share their tips, tricks and success stories.

Much Ado About Something: 5E Learning Cycle and Canvas

Room 211

Robin Hurst - Associate Teaching Professor, Biological Sciences

This session will show the use of the 5E Learning Cycle as an instructional design model in two online biology courses on Canvas. In these 2 courses, the 5E Learning Cycle is a model that presents a framework for Constructivist Learning Theory. The session will begin with a brief overview of what research states about the Constructivist Learning Theory as an online course pedagogy and an overview of the Learning Cycle. Participants will engage in a sample set of 5e Learning Cycle activities that are currently used in these online biology courses. Participants will brainstorm ideas to integrate the learning cycle into their own courses.

Flourishing with Your Students with Mental Health Concerns

Room 217

Phoebe Wan - *Licensed Psychologist, Student Health Center*

This session aims to help faculty/staff to develop an increased understanding of students well-being and its impact on students' academic performance. It cultivates faculty' flexibility in teaching and providing advice for their students, with a special focus on minority, international and first year college students.

Evaluate Your Teaching Using the Teaching Practices Inventory Tool

Room 218

Sarah Bush - *Teaching Associate Professor, Biological Sciences*

Dorina Kosztin - *Teaching Professor & Associate Chair, Department of Physics and Astronomy*

Bethany Stone - *Teaching Associate Professor, Biological Sciences*

The Teaching Practices Inventory (TPI) was designed to characterize the teaching practices used in undergraduate "lecture" courses. The inventory can be valuable for instructors to use on their own for evaluating and improving their teaching; they can identify practices that they are not using and that have been shown to improve learning. Participants should bring a laptop, tablet, or smart phone to participate in a reflective activity using the TPI.

Defining the Faculty Role in Student Success

Room 219

Nina Lyon Bennett, Director of Member Education and Research Delivery at EAB

Dr. Nina Lyon Bennett is a director of member education and research delivery at the Education Advisory Board (EAB), focusing on student success research and programs. Dr. Lyon Bennett has also served as chair of the Department of Human Ecology at the University of Maryland Eastern Shore. During her tenure at UMES, Dr. Lyon Bennett helped increase student enrollment, developed a bridge program for high school students, and secured funding for various student engagement programs.

12:00 – 1:30 p.m.

Awards Luncheon

Reynolds Alumni Center

Celebrating 2016 Kemper Fellows: Mary Beck, Sarah Bush, Robert O'Connell, Earnest L. Perry Jr. and Alexandra Socarides

Awards Luncheon

Reynolds Alumni Center
Wednesday, May 17, 2017
12:00 - 1:30 p.m.

Celebrating Winners of the William T. Kemper Fellowships for Teaching Excellence

Every spring since 1991, the University of Missouri has honored outstanding faculty with William T. Kemper Fellowships for Teaching Excellence.



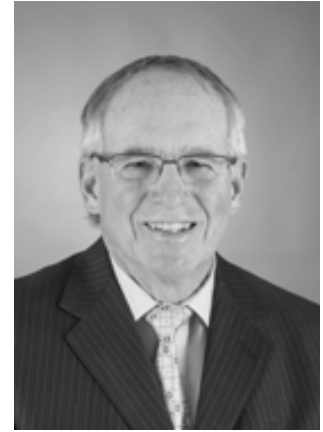
MARY BECK

Professor of Clinical Law
School of Law
MU Faculty Member since 1993



SARAH BUSH

Associate Teaching Professor
Division of Biological Sciences
College of Arts & Science
MU Faculty Member Since 2001



ROBERT O'CONNELL

Professor of Engineering
Department of Electrical & Computer Engineering
College of Engineering
MU Faculty Member Since 1980



EARNEST L. PERRY JR.

Associate Professor of Journalism Studies
School of Journalism
MU Faculty Member since 2003



ALEXANDRA SOCARIDES

Associate Professor
Department of English
College of Arts & Science
MU Faculty Member Since 2007

2 - 2:50 p.m.

How Do We Assess the Effectiveness of Instructional Videos in an Online Course?

Room 205

Heather Hunt - Assistant Professor, Biological Engineering, College of Engineering

Brad Mitchell - Media Production Coordinator, Educational Technologies at Missouri, VP Undergraduate Studies

The use of video as an instructional tool has become commonplace in higher education, and is an especially popular method for delivering content in online classes. Research has demonstrated that by following recognized best practices for instructional media design, learners will demonstrate an active engagement with course media while also achieving intended learning outcomes. As all-online, media-heavy courses continue to become more prevalent, there is a need to understand how learners interact with large numbers of instructional videos presented in a variety of formats throughout an entire course term. This session will take a holistic view of an online engineering class which delivers its instructional content through a large number of videos, specifically focusing on how the successful implementation of best practices for the design of instructional media can effectively teach the course learning concepts in terms of student engagement, student enthusiasm, and achieved student learning outcomes.

Supporting Student Learning: An Introduction to Learning Outcomes

Room 211

Jennifer Fellabaum-Toston - Assistant Teaching Professor, Department of Educational Leadership & Policy Analysis

Laura Page - PhD Student, Department of Educational Leadership & Policy Analysis

This session is an introduction to learning outcomes. In addition to defining learning outcomes and why they are important, this session will introduce a model for writing learning outcomes and address common challenges. There will also be an individual activity where participants will be asked to identify key components of learning outcomes using the aforementioned model. Time permitting, we will conclude with a discussion of next steps, including a look at curriculum mapping.

Facilitating Seven Ways of Learning

Room 212

Sharlette Anderson - Clinical Associate Professor & Clinical Coordinator, Diagnostic Medical Ultrasound, School of Health Professions

Laurie Kingsley - Associate Teaching Professor, Learning, Teaching & Curriculum, College of Education

Crystal Gateley - Associate Teaching Professor & Associate Chair, Occupational Therapy, School of Health Professions

Steve Klien - Assistant Teaching Professor, Communication

Andrea Heiss - Associate Professor & Director of Arts-In-Depth Program, School of Journalism

Ashton Speno - Post Doctoral Fellow, Communication

No time to read a good book? No worries, this panel presentation will provide you with all the information in the book "Facilitating Seven Ways of Learning: A Resource for More Purposeful, Effective, and Enjoyable College Teaching" For teachers in higher education who haven't been able to catch up with developments in teaching and learning, James Davis and Bridget Arend offer an introduction that focuses on seven coherent and proven evidence-based strategies. The underlying rationale is to provide a framework to match teaching goals to distinct ways of learning, based on well-established theories of learning.

Course, Classroom, and Lesson Design: Flipped Classroom Exercises, Online Assessments, and Customized Individual Research

Room 217

Tim Waid - Associate Teaching Professor, Management, College of Business

Gwen Gray - Social Sciences Librarian, MU Libraries

This is a hands-on workshop that will demonstrate the pedagogy used to deliver course instruction for an International Management course. The presenter will show how the course is designed, overview the syllabus, demonstrate several lesson plans, and use publisher resources and scholarly databases to create in-class exercises and homework. The presentation is designed for instructors who are looking for alternative and creative approaches to teaching a course that increases student classroom attendance and engagement, and allow customized learning paths for each learner. The use of online resources to deliver lectures, homework, and assessments is demonstrated. The design of classroom exercises and method of discussion is demonstrated to illustrate how Millennials use peer-to-peer teaching to deliver meaningful and memorable knowledge to one another.

Upping Your Grading Toolbox

Room 218

Robin Hurst - Associate Teaching Professor, Biological Sciences, College of Arts & Science

This session will model the use of the various Canvas grading tools that are used extensively in my online courses to personalize student learning; rubrics, video/voice/text feedback, and Zoom (a new Canvas interactive video feature). Sample assignments, student work, and feedback with the aid of each of these Canvas grading tools will be provided. Participants will be guided through how to use commentary with rubrics, video/voice/text feedback, and Zoom to allow personalized feedback. Student surveys and course evaluation feedback on each of these tools will also be provided.

Defining the Faculty Role in Student Success

Room 219

Nina Lyon Bennett, Director of Member Education and Research Delivery at EAB

Dr. Nina Lyon Bennett is a director of member education and research delivery at the Education Advisory Board (EAB), focusing on student success research and programs. Dr. Lyon Bennett has also served as chair of the Department of Human Ecology at the University of Maryland Eastern Shore. During her tenure at UMES, Dr. Lyon Bennett helped increase student enrollment, developed a bridge program for high school students, and secured funding for various student engagement programs.

3 - 3:50 p.m.

Significantly Backwards

Room 205

Jerod Quinn - *Instructional Designer-Specialist, Educational Technologies at Missouri, VP Undergraduate Studies*

How do you take your expertise and your discipline content and shape it into an actual course with assessments and discussions and instructional content and all that “stuff” that courses are supposed to have? That process starts with figuring out what you want your learners to still be able to do years after your course ends, and from that starting point, assembling the necessary pieces to meet that vision. In this session, we will use Fink’s Taxonomy of Significant Learning to develop holistic learning objectives, and then using Wiggins and McTighe’s Backwards Design Model turn those objectives into the skeleton of an actual course. Participants will leave with a working knowledge of Fink and Backwards Design and a basic plan for (re)designing one of the courses they teach.

Redesign of a Science Class for Majors — Lessons from Failure and success

Room 206

Johannes Schul - *Professor, Biological Sciences*

This session will discuss ways to redesign upper-level and major science classes from the viewpoint of a scientist. While many scientists agree in general with the idea of active learning and reformed teaching practices, they often are at a loss how to implement these aspects into their teaching. This session will present experience and lessons learned from a recent re-design of an Evolution course here at Mizzou.

Teaching With Writing

Room 211

Amy Lannin - *Assistant Professor & Director, Campus Writing Program*
Lina Trigos-Carrillo - *Post Doctoral Fellow & Coordinator, Campus Writing Program*

In this session, participants will learn about effective writing intensive courses from across the disciplines. Key elements of assignment design and pedagogical practices will be shared as well as resources for teaching with writing.

Group Projects in Online Classes: Can They Work?

Room 212

Mauro Palmero - *Assistant Teaching Professor, Hospitality Management, College of Agriculture, Food & Natural Resources*

Group projects are too important to our students’ overall learning experience for us not to use group work in our online classes. The session will discuss the inherent challenges of student collaboration online. It will present a couple of successful models, and share a few tools that can assist all of us with managing group work in our online classes.

Course Analytics: A Weapon or a Tool

Room 218

Monica Schibig - *Program Director & Associate Clinical Professor, Respiratory Therapy, School of Health Professions*

Whether faculty teach 100% face to face, 100% online, or somewhere in between, utilization of the course analytics available through the newly adopted Canvas LMS brings a wealth of information to improve the educational experience for students, monitor performance and engagement, and evaluate teaching and testing methods.

Reynolds Alumni Center Map



CORNELL HALL SECOND FLOOR