



2023 Power Up your Pedagogy (PUP) Session Descriptions

Monday, January 9

Keynote Workshop: Integrating Lecturing with Active Learning - Todd Zakrajsek, Ph.D.

Educational Psychologist and author Dr. Todd Zakrajsek will discuss engagement through the integration of lecturing with active learning. Research shows that adding active learning to any teaching experience increases learning and retention of material. He will highlight different types of active/engaged learning and how to purposefully select the correct strategies to promote meaningful engagement. The workshop will be followed by a Student/Faculty Panel Discussion and Reflection.

Special Session: Transfer Virginia Updates - Micol Hutchison, PhD, Melody Crenshaw, PhD, Emily Jones-Green, MA

Representatives from the VCCS will provide updates regarding the statewide Transfer Virginia initiative. Topics covered will include curricular updates, transfer guides, the Transfer Virginia Portal, and the Credits2Careers Portal.

Special Session: Engaging Gen Z: How to Bridge the Generation Gap – Karah Sprouse, DBA

Over the past two years Gen Z has been leading what companies call "The Great Resignation," switching jobs 134% more than in 2019 (Carney, 2022). This presentation will cover the highlights of the research study Dr. Sprouse conducted on how Gen Z engages with older generations in the workplace and is often misunderstood. While the research setting for this qualitative study was within the professional workplace, findings are extremely valuable to universities as administrators, faculty, and staff also seek to develop, engage, and retain this same generation on our campuses.

Since completing this study, Dr. Sprouse has presented her findings to multiple Gen Z audiences with overwhelming positive feedback and support for her interpretations. This has fueled her passion to advocate for this generation in academic and professional environments.

Tuesday, January 10

PUP Opening Session: Academic Affairs Updates – Barbara Hopkins and the Academic Affairs Team

Important news and updates on a variety of Academic Affairs topics from NOVA and VCCS.

PUP Concurrent Sessions

10 a.m. Sessions:

Dealing with Difficult People: De-escalating Toxic Situations - Lt. John Weinstein, PhD

Words matter! What we say and how we say it can be the difference between an argument and a productive conversation. Our words, tone, pitch, and volume, along with our non-verbal cues, can further our communications and interactions and, in the case of verbal conflict, defuse them in a positive manner. Based on the principles of Verbal Judo, this entertaining class covers:

- How to communicate more effectively
- Why others do not hear what we say
- How to establish a link and build rapport between you and an angry individual
- The biggest obstacle to effective communications
- Phrases you should never use
- Techniques to help you gain compliance while protecting yourself from complaints
- What to do when words fail

This class is applicable to any person in a service capacity. It is also relevant for dealing with spouses, kids, work colleagues, students, etc.

Wake them up! Adding easy interactive elements to online or in-person instruction – Geraldine Maskelony

In this session, participants will practice using embedded polls (both with Zoom and PollEverywhere) to check for understanding, as well as free-form responses using Padlet and Mentimeter. Use these tools with low to no prep to keep students awake and engaged and to adjust your instruction in the moment to student needs.

Enhancing Student Learning in Predesigned Online courses - Caryn Sever, Rong Zhu, Chvonne Parker, Jean Clark

This session highlights the opportunities faculty have to customize their fully online asynchronous courses. Examples from NOL instructional designers and NOVA teaching faculty will be provided. Leave this session inspired to personalize your online course and connect deeply with your online students at NOVA.

Staying Out of the Way of Student Engagement in Class Activities – Randa Gray

This session will address the art of fostering student engagement in class activities. Instructors have long known that class activities help students stay engaged in class content, whether these are activities like formal group work or informal pauses to have students answer a question. Much discussion has occurred about types of activities and how they benefit students. However, much less discussion has been given to what the teacher should actually be doing or not doing, while students work, to get the best results from these activities. Main topics will include the use of wait

time and the successful, unobtrusive monitoring of student learning. Often, the best student engagement and learning results in the most boring class for the instructor!

Lessons from the Equal Justice Initiative's Educational Convening – J.K. Daniels; Nate Carter

Dean of Inclusive Excellence (and AN LASS Dean) Jen Daniels represented NOVA at the Equal Justice Initiative's first Educational Convening at the Legacy Museum: From Enslavement to Mass Incarceration and the National Memorial for Peace and Justice in Montgomery, Alabama (<https://eji.org/>). She and Dr. Nate Carter, CDEIO, invite faculty and staff to learn more about EJI's call to usher in a new era of truth-telling about the history of the U.S. to undermine the narratives of racial superiority/inferiority and to develop racial literacy (which one of the presenters defined as the ability to read, recast, and resolve racially stressful moments/interactions). Attendees will be invited to imagine what we could do at NOVA to answer these calls.

11 a.m. Sessions:

The Modern-Day Symposium: Student Choice in Discussion Board Assignments. Kathleen Joan Fichtel

The pandemic forced me to think of new strategies to engage students. As a result of the changes I made, I have more engagement than I ever had beforehand. As a student, I felt that many discussion boards that I participated in fell flat. It was hard to comment if everyone was voicing similar ideas about the same thing. After starting to teach classes, my discussion boards went the same way. My new strategy relies upon a modicum of student choice. I have had them use interactive maps, artwork, quotes, photography and more as the basis for the assignments. However, with some direction they are able to choose their example. Everyone brings something different to the board and so the students learn from each other. I learn from them as well, because it is not just me cultivating the material or examples, from my own perspective. They are usually responsible for paraphrasing an encyclopedia article or the textbook as it relates to the historical context. After that, they will answer a series of questions related to their personal choice that brings it back to the wider lessons of the topic we are examining at the time or the skill we are practicing. In hybrid courses, students complete a "class preparation assignment". They post this in class, and spend the in-class time replying. In the traditional format, the second class of the week is devoted to "history lab". Like the hybrid courses, they complete an assignment ahead of time. The formats are slightly different but it meets them where they are—in the digital world. Everyone has a voice, and the assignments are low stakes but lead to more significant and important assignments that come later in the semester. My presentation will include examples of assignments which could be adapted to a variety of courses in LASS.

BYOB: Bring Your Own Brain - Philip C. Tirpak; Lucy Holsonbake; Martina Green

Almost everything that we knew about education, course delivery, and engaging students was turned on its head by the COVID-19 Pandemic. In one week, following Spring Break in March 2020 Faculty had to flip their teaching to remote instruction and get ready to engage our students as if nothing happened. Zoom College became the norm for over two years; an environment that both students and teachers had to navigate without clear guidance. Though we are now back on campus for most of the instruction there is a concern about learning loss and even the lack of interpersonal and social skills. We will not know the real cost of the pandemic in terms of learning

for many years. That is no comfort and does not help a generation of students now. If we cannot engage them from the start then we will doubtlessly see the trend of declining enrollment continue. Good intentions, technology, programs, buzz words and interventions will not help until we understand how learning really happens in our marvelous brains. For a time like this three NOVA Communication Studies Faculty come to the rescue using what they've learned about Mind/Brain Education, Educational Neuroscience and the Science of Learning to offer solutions that we can apply now.

Reconnecting to Your Purpose Driven Life: An Overview of Wellness and Mental Health – Regina Sanders, Erica Phillips

The Office of Wellness and Mental Health (OWMH) provides assistance, resources, support, and interventions to members of the NOVA community in order to positively impact emotional development, healthy social skills and enhance academic success focusing on the individual as a whole: mind, body, and spirit.

During the presentation you will:

1. Be introduced the office's Spring 2023 focus of Reconnecting to Your Purpose Driven Life through four main areas which are: Reawaken-Your purpose by understanding your why, Revive-Your purpose by shifting your mindset, Release negative habits that don't support your why, Reflect-Understanding the importance of checking in and reflecting on your why.
2. Receive an overview of The Office of Wellness and Mental Health which will include supports and resources available
3. Engage in an interactive discussion about how to assist students using scenarios that will be provided
4. Be guided through the college's crisis protocol

Understanding the Student Conduct Process- An Introduction to the Office of Student Rights and Responsibilities - Steven Mosley

In this presentation, Mr. Mosley will give an overview of the Office of Student Rights and Responsibilities and discuss the student conduct process for those who violate the student code of conduct. This will cover common issues found in the classroom- disruption, failure to comply with directions of NOVA official, academic misconduct (cheating, plagiarism, facilitation of academic misconduct), speech or behavior that threatens or endangers another person, and/or suicidal or homicidal ideation. Mr. Mosley will review and interpret the student conduct and academic integrity policy. He will provide: 1. practical tips to secure the zoom classroom 2. documents needed to catch a "zoom bomber" 3. what to do if you find your test, quiz, homework assignment on the internet 4. steps to ensure due process 5. practical things you can do to ensure your syllabus is align with the academic integrity policy and student code of conduct 6. classroom management and reporting tips when a student is disruptive, violent, or suicidal. 7. Other college resources to include but not limited to the Office of Wellness and Mental Health, Timely Care, Student Ombuds services, the Live Safe App and NOVA PD.

Culturally Relevant Teaching- A Necessity in Today's College - Jessica Potter

Culturally Responsive Teaching- I received a training in this area this past Winter online. I learned all about various activities to do to encourage students to open up about their own culture. I will be sharing two specific ones- a land acknowledgement and the three influential people activities.

12 p.m. Sessions:

Specifications Grading: What is it, and how can it make grading easier (and student work better) - Nathaniel Green

This presentation will focus on "Specifications Grading," a grading system where the grade students earn is based on the work that students complete that "meets specifications," rather than a traditional numerical scale. It will introduce faculty to the concept, different ways it can be used in the classroom, the benefits to students (as well as faculty), as well as the challenges.

ENGAGEMENT ACTIVITY: Faculty will be asked to pick one assignment, or an entire class, they already teach and describe how they might use specifications grading for it. I welcome new ways to implement specifications grading in ways that benefit both instructor and students.

20 Practical Applications to Engage Students Online – Josh Hite

This presentation uses the format of three pillars of student engagement (student to content, instructor, and student) as an outline for practical applications that instructors leverage to help better engage students. Providing twenty pedagogical approaches over a brief time, the session will allow time at the end for participants to create their own strategy and/or give an example of what strategy will work for the future. There are plenty of take-aways from this very practical session:

- Think that your avatar/profile picture could use more personality? This is the place for you. Not only will we find a picture that will engage students but also an approach that you can take.
- Many of the strategies will help you save time if you are already trying to engage with students: Create video feedback for students that shares how you care about their success.
- Help students engage with content more deeply through real discussion involvement.
- Learn how to leverage the communication modes for online students. Email, announcements, and assignment comments are not the same. Leverage them each differently to best support your students. Our students are changing over time, so our approaches should change as well.

QEP for the Win: Teaching Strategies for Student Success Across the Disciplines at NOVA - Cathy Gaiser; Karen Dohoney

Against the backdrop of learning losses from the pandemic and other issues that make college success seem harder for many of our students, NOVA's QEP, Writing Ourselves In, is designed to increase student success and reduce equity gaps to enhance student success. While its focus is on first-year English composition (ENG 111), the hope is that faculty in all disciplines will learn about how inclusive teaching and learning environments can improve course outcomes. This presentation begins with a very brief overview of the QEP and its comprehensive professional development in Culturally Responsive Pedagogy (CRP), Problem-Based Learning (PBL), and Transparent Assignment Design (TAD), three evidence-based practices shown to improve student learning, sense of belonging, engagement, and persistence. Then, participants will have an opportunity to learn from a student's point of view and practice revising an example assignment. Using evidence-based teaching practices like those in this interactive presentation encourages faculty to view their assignments from their students' perspectives. This role reversal ensures that assignments are student-centered and invites faculty to ask themselves "How will students interpret this assignment and what role might their culture and lived experiences play in their responses?"

Advising Redesign & You - Rhonda Myers

The session will provide a brief overview of updates across the various groups working on advising redesign efforts, and then will focus primarily on operationalizing how every role at the college (particularly, those in attendance at the session) can support students through advising. The Q&A will allow the group the opportunity to "fantasize" about opportunities to serve students even in the midst of some uncertainties.

1 p.m. Sessions:

Engaging English learners with Jamboard – Colette Chalier

Jamboard is a digital "whiteboard" that lets students collaborate in real time. The interactive aspect is well suited to language learners in online classes. Students can work individually, or collaborate in pairs or groups. Jamboard is interactive in terms of moving parts and pieces, and students being able to type, highlight, and draw on the "whiteboard."

Teaching Strategies That Survived the COVID Test – Georgeana Stratton

Teaching beyond the COVID classroom... Gen Z students have experienced so much upheaval in their short academic lives that it can be hard to make them fall in love with learning again. In this workshop, I will present three tricks each for engaging students in in-person and Zoom classrooms. This is a collaborative workshop where the presenter and attendees will share teaching strategies that kept their students engaged during and post-COVID (and commiserate over the things that didn't work).

Designing for Student Engagement in Canvas - Johnna Denny; Glenn Gatlin

Learn fundamental design concepts in Canvas and find out how to use those concepts in the best way to engage your students. We will discuss the science behind choice paralysis, cognitive load, and brand trust and connect what we learn directly with your own course design. The purpose of the session is to introduce some of the best ways that you can create a course that is inviting and engaging to students.

Experiential Learning: A Primer – Jen Rainey

In this session, participants will learn the value of experiential learning (EL) and how EL opportunities can be incorporated into their courses. Participants will have an opportunity to ask questions about discipline specific EL activities and hear more about the upcoming Student Experiential Learning Conference in April.

2 p.m. Sessions:

The Interrupted Lecture: Using Kahoot as a Lecture Tool – Olivia Ghafoerkhan

Students are always anxious about being called on during class lectures. Professors are always concerned with knowing how well students understand lecture material. Technology has a simple answer: the Kahoot. This technology tool can be used to interrupt a regular lecture with comprehension questions, or as part of a PowerPoint presentation. Students are given a gamified, low-stakes way to respond, instructors are given a visual measurement of how well lecture material is being understood. Interrupting lectures with comprehension questions has been shown to improve student learning. Kahoot is a low-stress user-friendly way to do this.

Be a Career Champion: Small Efforts, Big Impact – Dana Fallon; Brent Via

This presentation will highlight a multi-part assignment in which students do some soft research to learn about growth mindset and grit and then apply these concepts to themselves in the hope that it becomes not just another assignment to complete but a way to see themselves perhaps in a different, more positive light. I will show the different parts of the assignment and how they have helped students learn a bit more about a complex college assignment that is not "one and done" but also something more personal. Some students have reported that learning about these concepts has changed their lives.

Take on Imitation; Take Imitation On – John Kinney

This presentation offers rationale for using sentence imitation activities in the writing classroom. A sentence imitation exercise is one that asks students to write new sentences using the structures of the mentor sentences. For example, the following sentences written by Manuel Villas in his book *Ordessa*: "The Sun comes to see me. And the sun is generous. It provides you what you ask of it." could be imitated to create: "The moon comes out under the clouds. And the moon is bright. It teaches us what we need to improve." Within the realm of rhetoric, in the Classical Era, imitation was a standard methodology for students to improve their rhetorical voice. The current view on imitation in the writing classroom is more ambiguous. Although many instructors may have their students complete sentence imitation exercises, it is unclear whether they may do so with a whisper or a bellow. Some writing instructors feel that sentence imitation is very similar to plagiarism and that imitation is counterproductive within a process writing approach framework. Proponents of sentence imitation activities feel that imitation permits students to focus on style and can lead to students writing sentences with greater detail. This presentation will offer various justifications for including sentence imitation activities in the classroom. For instance, sentence imitation helps students practice various sentence structures, helps students be more creative, and imitation activities can help build a stronger classroom community. The presentation will also give attendees lesson plan ideas on how to include sentence imitation activities in their classes. Attendees will also complete a short sentence imitation activity in groups.

Scientific Reasoning and the Consensus Paper – Dr. A Schuhart

I present a research essay model tailored to the needs of a science classroom, but useful in any discipline. This model engages students in scientific reasoning and consensus building, as well as reinforcing scientific reading habits and plain style prose skills. Easy to teach, easy to grade, and adaptable to any subject area, the Consensus Paper lets the science teacher focus on

science rather than tedious research and writing issues. This design also eliminates the majority plagiarism problems completely, and it is more interesting to read and grade, and quicker too! Participants will outline a possible writing assignment by the end of the session.

3 p.m. sessions:

Growing a Growth Mindset: Students Reorienting Their Self-Awareness – Raymond Orkwis

This presentation will highlight a multi-part assignment in which students do some soft research to learn about growth mindset and grit and then apply these concepts to themselves in the hope that it becomes not just another assignment to complete but a way to see themselves perhaps in a different, more positive light. I will show the different parts of the assignment and how they have helped students learn a bit more about a complex college assignment that is not "one and done" but also something more personal. Some students have reported that learning about these concepts has changed their lives.

What can Navigate do to support me as a faculty member? - Maureen Lawson; Karan Srinivas

Navigate is to be used by everyone who interacts with students. Faculty will use the features in Navigate with the students in their classes. The topics of setting and reporting on appointments, emailing and texting students, and early alerts will be covered. Also, time will be allotted for questions.

PUP Grows Up: Who Let the Dogs Out? – Elizabeth Dellavedova; Christina Wray; Liz Leon

This session will be divided into three parts. First, participants will be introduced to the major adult learning theories and how they compare to pedagogy. This will be followed by a discussion session where we will explore examples and opportunities to integrate adult learning theory into practice. Finally, participants are introduced to the NOVA Library's video tutorial collection that has been designed with the self-directed learner in mind. These tutorials can also be easily integrated into the curriculum to provide just in time instruction on research and information literacy skills which are foundational to developing critical consumers of information as well as student success. At the end of this session participants will be able to: Recognize major adult learning theories, stratto, differentiate between learning experiences designed using pedagogical and adult learning theories, identify ways in which adult learning theory can be applied to existing learning opportunities.

Do You Hear What I Hear: A Listening Session about Faculty Thoughts on New Student Readiness – Cathy Cogdill; Kathleen Odige; Meghan Sullivan; Kristy Balbuena

The Faculty Senate has tasked Instructional and Student Services Committee with a proposal about how students are on-boarded at NOVA. We'd like to hear from you what you believe students need to know before they begin classes. What knowledge would you like students to have prior to the start of the school year? How do you believe that information should be

conveyed? What should NOVA be doing before students enroll to ensure student success? Come share your thoughts to members of ISSC as part of our research to inform our proposal.

Harmonize 101: How to build engaging content, monitor and grade your assignments! – Eric Brown

In this session, you'll learn how to take full advantage of the key Harmonize features that drive increased student engagement, promote inclusive learning, and save instructors time. You'll learn how you build your first Harmonize discussion and how you can use powerful features like multi-media, milestones, and auto-grading to take your course discussion to the next level.

4:00 p.m. PUP Closing Session:

From Expertise Back to Inquiry: Using Curiosity, Compassion, and Courage as Tools to Sustain and Transform our Pedagogy – Cheri Spiegel and Paul Fitzgerald

The Spring semester marks both a new beginning, and also serves as the midpoint for our exercise in endurance. We at NOVA are not new to academia, as we have continually toiled for the good of our discipline, our students, and even our curiosities for decades. How do we balance the need to evolve in light of the changing demands of our positions with the need to sustain our well-being both within, as well as beyond our work life? We believe the keys to this effort might be found in rethinking the nature of expertise, questioning the conventional concept of the growth-mindset, and harnessing the power of the wisdom within us. In this spirit, this closing session will offer space for conference participants to reflect upon the offerings of the last two days. Together we will process our relationship to our classroom in light of our shared learning, our recent experiences, our current needs, and our felt sense of what might be in the future.