Engaging Pedagogy 2023 Conference Presenters

Presenter	Institution	Title	Abstract
Dr. Joseph Harrison Jr.	University of Phoenix	Veterans and Disabled Veterans Welcome to Our School and Classroom	The transition of veterans- disabled veterans into civilian life can often be a daunting challenge.
Ms. Christine Fruin	ATLA (American Theological Library Association)	Basics of Fair Use (Part 1) Fair Use in Teaching (Part 2)	During this two part webinar, Christine Fruin JD, MSLIS (Atla's Scholarly Communication and Digital Initiatives Manager) present an overview of the fair use statute of the U.S. Copyright Law and its current interpretation and application to the use of copyrighted materials in both in-person and online instruction. Part 1 attendees will learn about the four part balancing test of fair use and how modern courts have interpreted it in educational contexts. Part 2 attendees will learn more specific applications of fair use including the posting of copyrighted materials to course management systems and tips for finding freely licensed media for use in online teaching. Both sessions will allow time for Q&A on that session's topic.
Dr. Calvin Berggren	TLU	Integrating Computation into Courses using the Jupyter Notebook	Computational skills are becoming more and more important for a variety of careers. It is important to not only teach these skills but integrate them into the curriculum at a deep level and teach students to comfortably move between various modes of thinking. However, a platform is needed that allows students to quickly engage in computational work with as few technical barriers as possible. This presentation will demonstrate the Jupyter Notebook, which is an interactive and freely available platform for computation that is widely deployed in many industries.
Mr. James Osborne	TLU	Creating a Community of Inquiry in your online courses	The Community of Inquiry framework, developed by Garrison, et al (2001) can be a powerful tool for your online classes. The three aspects of the CoI model--social presence, cognitive presence and teaching presence--provide the basis for a powerful learning construct in the online space. This presentation will examine the elements of the CoI model and investigate various means of implementing the CoI model in your online course.

Dr. Michael McConnell **Doctoral T.A. Elahe** **Mahmoudi** **Doctoral Candidate, James** **M. Dyer**	Texas State University Texas State University Texas State University	Fostering Community, Inclusion, and Social Justice in IRW	The English Language Arts & Reading program (ELAR 1300) at Texas State University (TXST) has experienced notable growth resulting from the university expanding access and receiving record numbers of incoming freshmen with many placed into ELAR 1300--an integrated reading and writing corequisite course--in compliance with House Bill 2223 and the Texas Success Initiative (TSI). Grounded in such practices as student metacognitive engagement with texts and process-oriented study strategies, the program's curriculum bolsters social justice, inclusion, and community to accommodate student diversity.
Dr. Christopher Bollinger	TLU	Finding Relativity	Designing and implementing curriculum that students relate to their own lives is crucial to both motivation and successful cognitive processing. As students are vastly different, this is challenging. This workshop will explore practical approaches to accomplish this goal.
Dr. Ariadne de Villa	TLU	An Educational Transmogrification: Motivating Students in Post-Pandemic Times	Motivation is a term that dates to ancient times. Etymologically, it has its roots in the Latin word movere, which implies to move. The meaning of motivation goes beyond simple movement and a stimulation of interest. According to Burden and Williams, motivation also involves a sustaining of interest and the investment of time and energy needed that is necessary to achieve certain goals, which is key to learning. The purpose of the present research is to determine the most efficient type of motivation, either intrinsic or extrinsic need that drives students to do so. This is especially important during our current "post-pandemic" times, as there was a notorious shift in the overall perception of learning in the students.

Dr. Margaret Gonzales	TLU	Ungrading and Labor-Based Grading Contracts: The Highs and Lows of Challenging the Status Quo	In recent years, ungrading and labor-based grading contracts, which challenge the traditional grading model deeply embedded in the American education system, have been touted as useful approaches for fostering a more inclusive and equitable learning experience for students. Both, according to proponents, can be used to shift attention away from extrinsic to intrinsic rewards, i.e. grades vs. learning. By eliminating or neutralizing the grade, students may also feel more comfortable taking risks and making mistakes because they know the stakes are low. But do these approaches actually work? This panel will discuss the current research and the presenters' own use of labor-based grading contracts to consider that question, as well as other benefits and limitations of these approaches in classes across the disciplines.

| Dr. Sam Hijazi | TLU | Embracing the Future: How AI-Powered Chatbots Enhance Education in the Digital Age | The impact of Artificial Intelligence (AI) on our daily lives and professional work has been immense, and academia is no exception. This research paper seeks to explore the significance of AI in academia, with a specific focus on the utilization of chatbots in the classroom. Chatbots have the potential to enhance the learning process, facilitate education, improve retention, and augment comprehension by providing personalized feedback, assistance, and support to students.

Moreover, the future of education is inextricably linked with the adoption of technological advancements like AI. It is imperative for professors, universities, and administrators to embrace and promote the integration of AI in education to keep pace with the rapid advancements in the business world. This approach would lead to the betterment of education quality and provide students with the necessary skills and knowledge to thrive in the 21st century.

The advantages of AI-powered chatbots in education are manifold, including personalized learning experiences, immediate feedback, and enhanced student engagement. By harnessing the power of AI, educators can create a more dynamic and effective learning environment that prepares students for the future.

This research paper highlights the crucial role of AI in academia, particularly in the context of chatbots and education. It is our strong recommendation that professors, universities, and administrators fully embrace AI and incorporate it into their teaching methodologies. The future of education is dependent on our ability to leverage new technologies and adapt to changing times. |
| Dr. Pamela Ray | TLU | CLAP for Student Success Post-COVID: Collaborate, Leverage, Achieve and Plan | As it has not been easy for college students and professors in Post-COVID, there are times the stress or fatigue settle in, making leveraging ways to collaborate a challenge. What does collaborative learning look like in Post-COVID? How does collaborative learning benefit campus and individual achievements? These questions and more will be answered in a workshop that will explore how Post-COVID collaborative learning will plan to solve problems, achieve tasks, or leverage new concepts. |

Dr. Steven Vrooman	TLU	What I've learned about teaching software acquisition?	In DABE 531 students learn use a suite of visualization tools, including Excel, Illustrator, Tableau/Power BI. These are fairly standard needs in the various data analytics industries in which they will work. In general, learning how to use these tools gives students the experience to build skills for other sorts of software they haven't seen or which don't exist yet, as the structure of these three types of software remain stable and provide a foundation for new learning. For example, the basic functions and interfaces of spreadsheets and Photoshop type platforms have remained recognizable for decades. There is, however, an increasing need to be able to generate visualizations, especially visualizations that can be hosted and posted free online and via social media, something which our curriculum does not yet support. Students learn python and R in other courses for the Data Analytics program, and those are clearly standard, but simply better-looking graphics are possible using other tools for web-based sharing, and that trend is increasing as dozens of competing software options have exploded in the past few years. My hope was to be able to not only learn these tools for the Data Analytics program but to also be able to learn them well enough to integrate them into the Communication major coursework, as well, since many of our students will also be called upon to learn this when they graduate, as Google Charts is ubiquitous in public journalism and public content creation environments.
Dr. Georgianna Laws	Geo Laws Consulting	Neurodivergence as a Springboard for Inclusive Learning Experience Design	Neurodivergent learners face many challenges in higher education, particularly in the attrition-prone online environment. Join this session to explore how instructional design can remove barriers for neurodivergent learners and promote success for all online students.

Dr. Tony Aguirre	TLU	Motivating Students Through Servant Leadership Theory	Students endure many life-changing events throughout their time at a university. These moments can bring excitement and joy and contribute to their overall success. They also experience moments of struggle and setbacks, negatively impacting their academics. Difficult moments can overshadow the personal, professional, and academic development that is occurring and lead students to believe they cannot overcome their dilemmas and achieve their goals. More tragically, challenging times can lead to moments of despair and discouragement, prohibiting them from performing at their best.
Prof. Beth Barry	TLU	Title: 5-Minute Miracles: Metacognition as Motivation	Students frequently look to their peers and an educator for encouragement and motivation to help them navigate their complex and discouraging times. Educators can be a source of support and bring motivation to the student using the Servant Leadership Theory (SLT) model. SLT can give educators the skills and abilities to serve the student body better and intrinsically motivate students to triumph through its core principles and attributes.
Dr. Toni Sauncy **Dr. Elizabeth Woods**	TLU	Culturally-Informed Teaching and Mentoring in STEM	This interactive discussion session will address the role of STEM in systemic structures that have contributed to the marginalization and lower rates of participation by those not in the majority. Awareness and understanding of how STEM has been instrumental in perpetuating oppression is essential as we work to build more inclusive STEM spaces. The discussion will include historic examples that can be used to navigate the intersection between STEM culture and the individual cultures of our students with a wide range of backgrounds and identities.